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ABSTRACT

These curriculum materials are intended to supplement school resources for elementary school teachers as they deliver instruction. They focus on developing an understanding about the nation's factual and philosophical heritage to promote freedom, unity, progress, and responsibility among students and citizens. The resource points out that the character of society is determined by how well it transmits true and time-honored values from generation to generation. The curriculum materials are divided into 20 sections: (1) "Purpose"; (2) "Letter from Superintendent"; (3) "Forward: The Miracle of America"; (4) "Preface: From Oppression to Freedom"; (5) "American Heritage Themes"; (6) "1776 Declaration of Independence Freedom" (HISD Character Education Focus September); (7) "1776 The Declaration in Visual Art Freedom" (HISD Character Education Focus November); (8) "1776 A Famous Signature Responsibility" (HISD Character Education Focus January); (9) "1776 The Monarchy Game Freedom and Progress" (HISD Character Education Focus November); (10) "1782 The Great Seal Unity" (HISD Character Education Focus October); (11) "1762 George Washington Responsibility" (HISD Character Education Focus December); (12) "1762 Presidents Progress" (HISD Character Education Focus October); (13) "1789 Thanksgiving Unity" (HISD Character Education Focus November); (14) "1792 United States Flag Freedom and Unity" (HISD Character Education Focus February); (15) "1814 Star-Spangled Banner Unity" (HISD Character Education Focus March); (16) "1864 National Motto Progress" (HISD Character Education Focus April); (17) "1886 Statue of Liberty Freedom" (HISD Character Education Focus April); (18) "1892 Pledge of Allegiance Unity" (HISD Character Education Focus March); (19) "1895 America the Beautiful Freedom and Progress" (HISD Character Education Focus May); and (20) "2000 What Is an American? Responsibility and Unity" (HISD Character Education Focus January). (BT)

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Houston Independent School District
American Heritage Education Foundation, Inc.
Robert and Janice McNair Foundation

SO 035 414

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AMERICA'S HERITAGE

an adventure in liberty

Elementary Edition

First Edition

Developed and provided by
The Houston Independent School District
in cooperation with
The Robert and Janice McNair Foundation
and
The American Heritage
Education Foundation, Inc.

LIBERTY ENLIGHTENING THE WORLD

"If a nation expects

to be ignorant and free,

in a state of civilization,

it expects what never was

and never will be."

Thomas Jefferson

America's Heritage: An Adventure in Liberty

Curriculum Materials for Elementary School Teachers

Teachers are provided these resources as a supplement to school resources as they deliver instruction focused on developing an understanding and teaching of our nation's factual and philosophical heritage to promote Freedom, Unity, Progress, and Responsibility among our students and citizens.

Developed and provided by:

The Houston Independent School District

in cooperation with

The Robert and Janice McNair Foundation

and

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These materials will help teachers accomplish the requirements of Texas Education Code 28.002(h).

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Purpose

In 1995, the Texas Legislature directed the State Board of Education to implement the following law:

> The State Board of Education and each school district shall foster the continuation of the tradition of teaching United States and Texas History and the free enterprise system in regular subject matter and in the reading courses and in the adoption of textbooks. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.
>
> Texas Education Code §28.002(h)

The American Heritage Education Foundation, Inc. (AHEF) is a non-profit corporation dedicated to the understanding and teaching of our nation's factual and philosophical heritage to promote freedom, unity, progress, and responsibility among our students and citizens. AHEF has provided these materials to help students become thoughtful, active, and productive citizens.

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MEMORANDUM November 7, 2000

TO: All HISD Teachers and Administrators

FROM: Rod Paige
Superintendent of Schools

SUBJECT: ***AMERICA'S HERITAGE: AN ADVENTURE IN LIBERTY***
FIRST EDITION HISD SUPPLEMENTAL CURRICULUM

Texas Education Code 28.002 (h) *Required Curriculum* provides that "a primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage." In keeping with this mandate, I want to share with you a supplemental curriculum entitled, *America's Heritage: An Adventure in Liberty*. I believe this concept is vitally important to the future of our nation. With your leadership, this curriculum can positively and creatively influence our students to become productive, committed United States citizens. In so doing, the personal growth of our students will profoundly impact our entire socio-economic system of freedom and free enterprise.

I have a personal commitment to this effort. It is my hope that all of us in the Houston Independent School District share the strong, common goal and desire that our citizens and leaders of tomorrow will embrace the four key themes of this curriculum: freedom, unity, progress, and responsibility. Although this supplemental curriculum is a continuing, year-round program, it could also be intensified during November, HISD's American Heritage Month. Additional American Heritage Month materials and activities are included.

If you have any questions or need additional information, please contact your district superintendent. Thank you for your interest and support.

Rod Paige RP

RP:nb

cc: Board Members

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FOREWARD

The Miracle of America: A Revolutionary Idea

In only a little more than 200 years, our ancestors transformed this country from a wilderness into a great nation. This nation demonstrates what can be accomplished by free people who create a government limited to serving the people rather than being their master.

The moral and ethical basis of good conduct was derived from the faith that built America. That faith grew from the common belief that each individual is endowed with basic rights and responsibilities by our Creator. That is the foundation of our democratic republic expressed in the Declaration of Independence.

Today, we live in a highly interdependent society that cannot work well unless there is a general agreement on the rules of good conduct and the penalties for the violation of these rules. Our Founding Fathers also emphasized that a democratic republic cannot survive without a high degree of literacy and knowledge.

More importantly, the survival of our democratic republic depends on trustworthy citizens who support a common set of moral and spiritual values for individual conduct and values rooted in the beliefs and knowledge of the Founders of America who were responsible for writing the Declaration of Independence.

The character of society is determined by how well it transmits true and time-honored values from generation to generation. These values are not an add-on or supplement to national values but rather determine the character and essence of the country itself.

I commend the educators who will use this material in teaching their students the roots of our heritage and the responsibilities of American citizenship as well as the need for all of us to express our patriotism and love of country to those we touch.

Dr. Richard J. Gonzalez
Co-founder,
American Heritage Education Foundation

PREFACE

1776

From Oppression to Freedom

Modern History's First Experiment in Self-Government:

Do Americans Today Understand What Freedom Really Means?

The concepts of freedom, equality of all men, unalienable rights, and self-government of, by, and for the people are, historically, very new ideas. Modern man's recorded history is approximately 5,000 years old, yet the American experiment in self-rule is only 225 years old.

What types of governments or societies existed on our earth prior to 1776? Except for the city-states of classical Greece and, to a lesser degree, parliamentary England after the 1642-48 English civil war, all nations were organized in one form or another under "Ruler's Law" in which all power and decision-making rests in one central, authoritarian unit. Ruler's Law has existed in many forms:

Monarchy: a royal government headed by a monarch, a hereditary sovereign or king, who rules by 'divine right,'

Autocracy: government by an absolute dictator or monarch who rules by inherent right, subject to no restrictions,

Plutocracy: government by an exclusive, wealthy class,

Aristocracy: government by those with inherited titles or those who belong to a privileged class,

Oligarchy: government by an exclusive few,

Empire: an aggregate of kingdoms ruled by a monarch called an emperor,

and

Military Dictatorship: government by one or a few top military leaders.

(Skousen, *The Making of America* 44)

Ruler's Law possesses definite, key characteristics that its related forms of government tend to hold in common:

1. Government power is exercised by compulsion, force, conquest, or legislative usurpation.

2. Therefore, all power is concentrated in the ruler.

3. The people are treated as subjects of the ruler.

4. The land is treated as the realm of the ruler.

5. The people have no unalienable rights.

6. Government is by the rule of men rather than by the rule of law.

7. The people are structured into social and economic classes.

8. The thrust of government is from the ruler down, not from the people upward.

9. Problems are solved by issuing new edicts, creating more bureaus, appointing more administrators, and charging the people more taxes to pay for these services.

10. Freedom is not considered a solution to anything.

11. The transfer of power from one ruler to another is often by violence.

12. Countries under Ruler's Law have a history of blood and terror, in both ancient and modern times. The lot of the common people being ruled is one of perpetual poverty, excessive taxation, stringent regulations, and continuous, oppressive subjugation to the rulers.

(Skousen 44-45)

In 1776, Charles Pinckney, the first president of South Carolina's first congress and a delegate to the Federal Constitutional Convention, in considering the governments of the world, observed:

> "Is there at this moment, a nation upon earth that enjoys this right [freedom and democracy], where the true principles of representation are understood and practiced, and where all authority flows from and returns at stated periods to the people? I answer, there is not. All existing governments we know have owed their births to fraud, force, or accident." (Elliot cited in Skousen 3).

This stifling social oppression under Ruler's Law resulted in very little human or economic progress throughout history, meaning that little opportunity existed for commoners to improve their lives beyond a bare subsistence level. In Europe, including England, for a commoner or slave to even consider the possibility of freeing himself from his life of social and economic servitude was simply

unthinkable and would have been a treasonous offense of religious heresy. While the American colonists were left mostly to themselves from 1607 to 1763 and generally governed themselves along various themes emphasizing freedom of land ownership, market, trade, and religion for over 150 years, the English monarch and British parliament very strongly regarded the American colonies as English colonies and the colonists themselves as British subjects—not Englishmen.

In England, the monarchy (made up of hereditary rulers) dominated life. This dominance by the monarchy was justified and supported by the Church of England which solidified its own powerful standing in English life by affirming the monarchy's Divine Rights in exchange for ecclesiastical power. This system of state-church power imposed a social ladder on society with the monarch at the top of the ladder followed by a limited number of positions at each lower socio-political rung. The Church of England justified this hierarchical class order on the basis that this was God's will and was a part of the natural order of life—part of the great chain of existence from king to servant/slave that provided order for the entire universe. Further, England's schools and churches affirmed that no one could advance or prosper on this societal ladder above his or her predestined position. The English people were expected to know their place within this pre-established social class order and to duly perform the duties of their station in life.

When English parliamentary sovereignty became established in 1688 as a result of the English civil war, the monarch remained sovereign in name only. However, this change at the top of the socio-economic ladder did very little to affect the largest portion of the English population who still considered themselves ruled by the powerful upper-class of English life. The American colonists still considered themselves Englishmen ruled by the King of England.

Interestingly, several generations of American colonists from 1607 to the mid 1750's suffered few English impositions due to the colonies' slow economic development, distance from England, and general unimportance to England. The colonies, therefore, developed a rather natural free market and free trade system of capitalism based on private land ownership, individual initiative, competition, and supply and demand. Freedom of religion was also a key component of colonial life. However, the colonists' relative freedom from English imposition did not last. Because of the French and Indian Wars (1754-1763), the British national debt doubled, and by the 1760's, the English treasury lay in shambles. As the colonial economic system grew, England began a stringent effort to enforce the Navigation Acts of a hundred years earlier in the 1650's and 1660's. The Proclamation Line of 1763, the Sugar Act (1764), the Currency Act (1764), the Stamp Act (1765), the Townsend Acts (1767), the Quartering Acts (1766 and 1774), and the Quebec Act (1774) were all attempts by the British to replenish its treasury and to gain absolute control of the colonists and their growing colonial economy.

As the American colonists gradually realized that the king and Parliament would never voluntarily release their control over their subjects and that the socio-political structure of society was unlikely to change with respect to how England viewed the colonists, they began to recognize their ultimate need to permanently break away from their homeland. They were not, however, brash or ignorant in making their decision. Many of these Americans, who would later become the "Founding Fathers" of a new country, carefully studied their philosophical position with England. They knew the classics and Biblical, Greek, Roman, European, and American history. Their minds, Skousen notes, were arguably more far-ranging and profound than those of any collection of advanced scholars in the field of political studies up to and including the present: "The Founders often read the classics in their original language. They were familiar with Plato's Republic and his Laws; with Aristotle's Essay on Politics; with the political philosophy of the Greek historian, Polybius; with the great defender of republican principles, Cicero; with the legal commentaries of Sir Edward Coke; with the essays and

philosophy of Francis Bacon; with the essays of Richard Hooker; with the dark foreboding of Thomas Hobbes' Leviathan; with the more optimistic and challenging Essays on Civil Government, by John Locke; with the animated Spirit of The Laws, by Baron Charles de Montesquieu of France; with the three-volume work of Algenon Sidney who was beheaded by Charles II in 1683; with the writings of David Hume; with the legal commentaries of Sir William Blackstone; and with the economic defense of a free market economy by Adam Smith called The Wealth of Nations" (61).

In June of 1776, Thomas Jefferson, a well-educated Virginian lawyer, was asked to formally prepare and write America's Declaration of Independence. None of the Founders "could have brought to this assignment a more profound and comprehensive training in history and political philosophy than Jefferson. Even by modern standards, the depth and breadth of his education are astonishing. . . . He had begun the study of Latin, Greek, and French at the age of nine. At the age of sixteen he had entered the College of William and Mary at Williamsburg as an advanced student. At the age of nineteen he had graduated and immediately commenced five years of intensive study with George Wythe, the first professor of law in America. During this period he often studied twelve to fourteen hours per day. When he was examined for the bar he seemed to know more than the men who were giving him the examination. By the time Jefferson had reached early adulthood, he had gained proficiency in five languages. He had studied the Greek and Roman classics as well as European and English history and the Old and New Testaments" (Skousen 27).

While studying the history of ancient Israel and before writing the Declaration, Jefferson made a significant discovery. He saw that at one time the Israelites, after having come out of Egypt between 1490 and 1290 B. C., practiced the earliest and most efficient form of representative government in an otherwise tyrannical world. The Israelites were led by Moses, a man of great notoriety among the Jews in that day because he had spent forty years in the palace of the Pharaoh and was being groomed in Ruler's Law to succeed the Pharaoh on the throne of Egypt. (Skousen 48) Governing 600,000 Israelites by Ruler's Law, as it were, proved an impossible task for Moses. He therefore organized the people into groups of a thousand families with one leader per group. He further divided these groups into smaller sub-groups each with its representative leader—hence history's first experiment in representative self-government among family groups. (50) "As long as the Israelites followed these fixed patterns of constitutional principles they flourished. When they drifted from these principles, disaster overtook them" (27).

Jefferson also learned that the Anglo-Saxons, who came from around the Black Sea in the first century B. C. and spread all across Northern Europe, somehow got hold of and practiced these same principles following a pattern almost identical to that of the Israelites until around the eighth century A. D. . (Skousen 32). As a result, the Anglo-Saxons were an extremely well-organized and efficiently-governed people in their day. (54-55) Jefferson became proficient in the language of the Anglo-Saxons in order to study their laws in their original tongue. He noticed the striking resemblance between Anglo-Saxon laws and the system of representative law established by Moses. Jefferson greatly admired these laws of representative government—"Ancient Principles" he called them—and constantly emphasized the need to return to them. (27-28) He expressed his admiration for these laws in a letter to Edmund Pendleton on August 13, 1776:

> "Are we not better for what we have hitherto abolished of the feudal system: Has not every restitution of the ancient Saxon laws had happy effects? Is it not better now that we return at once into that happy system of our ancestors, the wisest and most perfect ever yet devised by the wit of man, as it stood before the eighth century?" (Boyd cited in Skousen 33)

"It is interesting," notes Skousen, "that when Jefferson was writing his drafts for the Virginia Constitution prior to his writing of the Declaration of Independence, he was already emphasizing the need to return to the 'Ancient Principles'" (32-33).

"For seventeen days Jefferson composed and revised his rough draft of the Declaration of Independence. The major portion of the Declaration is taken up with a long series of charges against King George III [of England]. However, these were nearly all copied from Jefferson's draft of the Virginia Constitution and his summarized view of the Rights of British America. To copy these charges into the Declaration would not have taken him more than a single day. What was he doing the other sixteen days? It appears that he spent most of the remaining time trying to structure into the first two paragraphs of the Declaration at least eight of the Ancient Principles in which he had come to believe. His views on each of these principles are rounded out in other writings, and from these various sources we are able to identify the following fundamental principles in the first two paragraphs of the Declaration of Independence:

1. Sound government should be based on self-evident truths. These truths should be so obvious, so rational, and so morally sound that their authenticity is beyond reasonable dispute.

2. The equal station of mankind here on earth is a cosmic reality, an obvious and inherent aspect of the law of nature and of nature's God.

3. This presupposes (as a self-evident truth) that the Creator made human beings equal in their rights, equal before the bar of justice, and equal in His sight (with individual attributes and personal circumstances in life varying widely).

4. These rights which have been bestowed by the Creator on each individual are unalienable; that is, they cannot be taken away or violated without the offender coming under the judgment and wrath of the Creator. A person may have other rights, such as those which have been created as a 'vested' right by statute, but vested rights are not unalienable. They can be altered or eliminated at any time by a government or ruler.

5. Among the most important of the unalienable rights are the right to life, the right to liberty, and the right to pursue whatever course of life a person may desire in search of happiness, so long as it does not invade the inherent rights of others.

6. The most basic reason for a community or a nation to set up a system of government is to assure its inhabitants that the rights of the people shall be protected and preserved.

7. And because this is so, it follows that no office or agency of government has any right to exist except with the consent of the people or their representatives.

8. It also follows that if a government, either by malfeasance or neglect, fails to protect those rights—or, even worse, if the government itself begins to violate those rights—then it is the right and duty of the people to regain control of their affairs and set up a form of government which will serve the people better"

(Skousen 28).

From their studies of the classics and these ancient principles, the Founders sorted out what they considered to be the best and most enduring ideas for the prosperity and peace of a free people under a republican system of self-government. Their resulting Declaration of Independence established a New Order of the Ages based on the belief that man's freedom was a gift from God, not given or taken away by a mortal king as was the case under the Old Order.

The principles of the Declaration were clearly very strongly influenced by the Bible. The Founders interpreted the Bible differently than the Church of England. They believed that the Bible revealed that all individuals regardless of race, creed, or color were free and equal in the eyes of God and should not be subservient to mortal men or man-made, vested rights but only to God Himself and His laws. The Founders' independent study of the Bible without the coercion of the state Church of England helped them reach these general beliefs—that all men, whether they believed in God or not, whether or not they were of different religious, social, economic, or educational backgrounds; of different mental or physical characteristics and ability; or of any other difference of any kind; were equal before the Creator with respect to their God-given rights. This Declaration, our nation's birth certificate, is still considered next to the Bible history's greatest written philosophy about the unalienable rights of every man, woman, and child and the people's free will to govern themselves in any way they choose. The first two paragraphs of the Declaration express these convictions:

> *When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.*
>
> *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Government long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.*

It is clear that the Founder's believed that this new nation was "A Nation Under God" even if all of its citizens did not necessarily believe in a Supreme Being or attend a church. Indeed, a non-believer's right of thought opposing the idea of a God was just as important and just as protected as the right of others to believe in a Supreme Being as the source of the nation's freedom. Accordingly, the Founders felt that a national government should not create a national church to support the government

and to coerce its citizens as the English government had done with the Church in England—that in this sense the government and the church should be separate in order to maintain equality among all religions. They believed that private citizens should have the freedom to choose their own religion and church without government influence as well as the freedom not to believe in God or to attend any church. At the same time, the Founders themselves strongly believed that the underpinnings and foundation of the new country and the rights of its people were inspired by a Supreme Being whose law was delineated in the Bible—a book which they felt should be openly and freely discussed and studied in their schools, businesses, and governmental institutions. The conclusion of the Declaration evinces their belief both in a Supreme Being and in the right to freedom from British rule:

> *We, therefore, the Representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.*

To declare independence from Britain meant to proclaim the religious, social, political, and economic freedom of all men. The implications of this Declaration of Independence were historically monumental by philosophically undermining the entire socio-economic, political, and religious foundations of any country under Ruler's Law. Since every nation in the world in 1776 governed its people under Ruler's Law, the Declaration of Independence tore out by its roots the centuries-old practice of government under such law.

It is therefore easy to understand that "the delegates who subscribed to this document signed their names in blood. Had the Americans lost the Revolutionary War and been captured, they would have been summarily convicted of treason. The penalty for high treason against the British Crown was:

> To be hanged by the head until unconscious.
> Then cut down and revived.
> Then disemboweled and beheaded.
> Then cut into quarters.
> Each quarter was to be boiled in oil and the remnants scattered abroad so that the last resting place of the offender would remain forever unnamed, unhonored, and unknown"
>
> (Skousen 31).

In light of such severe, appalling penalty, what kind of men were they that declared themselves to be independent from Great Britain? Were they thoughtless, impulsive, violent men? Twenty-four were lawyers and jurists, eleven were merchants, and nine were farmers and large plantation owners. They were well-educated men of means. They signed the Declaration of Independence knowing full well that the penalty would be death if they were captured.

Five signers were captured by the British as traitors and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons in the Revolutionary Army. Another had two sons captured. Nine of the 56 fought and died from wounds and the hardships of the Revolutionary War.

Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas by the British navy. He sold his home and properties to pay his debts and died in rags.

Thomas McKean was so hounded by the British that he was forced to move his family almost constantly. He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward.

Vandals or soldiers or both looted the properties of Ellery, Clymer, Hall, Walton, Gwinnett, Heyward, Ruttledge, and Middleton.

At the Battle of Yorktown, Thomas Nelson, Jr. found that the British General Cornwallis had taken over the Nelson home for his headquarters. Nelson quietly urged General George Washington to open fire, which was done. The home was destroyed, and Nelson died bankrupt.

Francis Lewis had his home and properties destroyed. The enemy jailed his wife, and she died within a few months.

John Hart was driven from his wife's bedside as she was dying. Their 13 children fled for their lives. His field and his grist mill were laid waste. For more than a year he lived in forests and caves, returning home after the war to find his wife dead, his children vanished. A few weeks later he died from exhaustion and a broken heart.

Norris and Livingston suffered similar fates.

Such were the stories and sacrifices of the American Revolution. These were not wild-eyed, rabble-rousing ruffians. They were soft-spoken men of purpose and education. They had security, but they valued freedom more.

And so it has been with thousands of Americans for over two centuries who have sacrificed their lives and bodies to defend freedom from oppression not only in America but in countries all around the world. Americans have long helped natives in war-torn lands rebuild their once-oppressed countries in order to stimulate the common people to lift themselves out of destruction and depression. The spirit of freedom and brotherhood among Americans and toward other nations has many times inspired a responsibility to help our neighbors as well as old war enemies. This spirit is based on the strong American belief that every person's right to life, liberty, and the pursuit of happiness should be respected. Helping rebuild Germany and Japan after World War II are perhaps our country's most dramatic examples of forgiving our enemies and helping them recover from war's devastation once their tyrannical and aggressive governments were deposed.

When considering why so many average Americans have dedicated their lives to preserve freedom, we consider the same reasons why millions of people from all over the world have migrated to America from foreign countries—for the political, social, religious, and economic rights preserved in our nation and defended by its Constitution for all of its citizens:

The Right to worship God in one's own way or the freedom to not worship
or believe in a Supreme Being,
The Right to free speech and a free press,
The Right to assemble peaceably,
The Right to petition for redress of grievances,
The Right to privacy in our homes,
The Right of Habeas Corpus and no excessive bail,
The Right to Trial by Jury and to be innocent until proven guilty,
The Right to move about freely at home and abroad,
The Right to free elections and personal secret ballot,
The Right to work in callings and localities of our choice,
The Right to bargain with our employers and employees,
The Right to go into business and compete for a profit,
The Right to bargain for goods and services in a free market,
The Right to contract our affairs,
The Right to the service of government as a protector and referee, and
The Right to freedom from arbitrary government regulation and control.

These are the rights in our country for which Americans are willing to die. Such devotion has reaped a nation with unprecedented freedoms and prosperity.

Jefferson was one such American of devotion. During the American Revolution, Jefferson, who had become a delegate to Virginia's state assembly, was convinced that the Americans were going to win their battle for freedom. He feared, however, that they would not know what to do with their freedom. It therefore was Jefferson's hope that if he could guide Virginia to be a model for other states, that the newly liberated people would be psychologically and constitutionally prepared to govern themselves. In October, 1776, Jefferson literally smothered the Virginia House with new bills in an effort to establish "a system by which every fiber would be eradicated of ancient or future aristocracy and a foundation laid for a government truly republican" (Bergh cited in Skousen 34).

Although it took many years to achieve the adoption of all of his reforms, Jefferson, due to his unusual intensity and aggressiveness, was largely responsible for clearing out traces in Virginian law of feudalism, aristocracy, slavery, and the worst parts of British statutory law which Virginia had inherited from England.

By the end of the nineteenth century, this political and economic formula for freedom that Americans continually fought for was beginning to give Americans the highest standard of living in the world. With less than 6 percent of the earth's population, our spirit of freedom, creativity, ingenuity, and private economic opportunity enabled Americans to produce more than half of the entire world's goods and services. The free-market, capitalist system envisioned by the Founders was based on those prevalent and firm ideas of freedom and individual rights combined with the following common-sense ideas of economic advancement:

1. Nothing in our material world comes from nowhere—everything in our economic life has a source, a destination, and a cost that must be paid.

2. All production of goods and services come from the people, not government. Everything that government gives to the people must first be taken from the people.

3. In a free country, all employment ultimately comes from customer purchases. If there are no customers, there can be no jobs. Worthwhile job security is derived from these customer purchases and customer satisfaction.

4. Job security is a partnership between workers and management to win and hold customers.

5. Workers' wages are the principal cost of goods and services. Wage increases must result in greater production to avoid increases in the cost of living.

6. All productivity is based on natural resources whose form and placement are changed by human energy with the aid of tools.

7. In a free country, tools come from temporary self-denial by people in order to use part of their earnings as capital for the production of new tools.

8. The productive and efficient use of tools has always been highest in a free and competitive country where decisions and action are made by free, progress-seeking individuals, rather than in a central government-planned society under Ruler's Law where the Ruler's primary goal is to preserve their position of authority over the people.

A comparison between United States and Soviet Union economies in 1991 demonstrates the eighth point:

	U. S. A (Free country)	U. S. S. R. (Centrally-Planned country with Ruler's Law)
Population	250,410,000	290, 938,000
Area	3,618,769 sq. mi.	8,649,496 sq. mi.
Gross National Product (GNP)	$5,234 billion	$2,526 billion
GNP Per Capita	$21,040	$8,819
Food Expenditure as a % of Total Private Consumption	12.2%	38.0%
Telephones/100 people.	76.0	11.3
Televisions/1,000 people	812	319
Radio Receivers/1,000 people	2,120	686
No. of deaths/1,000 people	8.7	10.4
Life Expectancy	75.6	69.5
Infant Mortality Rate/1,000 live births	10.4	23.7

(*Statistical Abstract of the U. S.*, 1991)

It is clear that as a free-market economy based on free private opportunity, the U. S. has achieved a larger and more mature economy than the Soviet Union under a Ruler's Law system even though the Soviet Union has more resources including coal, natural gas, crude oil, cement production, nitrous ammonia production, marketable potash, iron ore, manganese ore, zinc, nickel, lead, and chromite. The United States' economic system, a product of a free society and free economic opportunity, encourages individuals and companies to make a profit in order for business to expand, thereby providing more jobs, more production, and increasing profits that, ultimately, help the entire nation to prosper.

Hard work, frugality, and thrift then make possible compassion for those citizens who need assistance. Alexis de Toqueville wrote in 1835 in his *Democracy in America* that Americans were on their way to becoming the most prosperous and best educated people in the world who also happened to be the freest people in the world. The world would also learn that America contained the most generous people on earth. Private citizens in the U. S. donate billions of dollars to charities, schools, universities, libraries, foundations, hospitals, churches, synagogues, and a multitude of other important benevolent causes. In 1993, for example, individual charitable deductions amounted to a staggering $126.2 billion from over 35,700 non-governmental, non-profit organizations whose goals were to assist and aid in social, educational, religious, and other activities deemed to serve the common good. Over 68,400 grants exceeding $10,000 and totaling $5.6 billion were made by private and corporate foundations across the country. An astonishing forty-eight percent (48%) of the adult population contributed an average of 4.2 volunteer hours per week across the country in the fields of education, health, human services, youth development, religion, foreign aid, etc. This level of voluntary gifts, donations, and time far exceeds that of any other country in the history of mankind.

Though free-market economics based on free political institutions and personal freedom and responsibility was not widespread throughout the world even in the 1990's, the free-market economy based on freedom has proven itself enormously successful. The Founding Fathers should receive the highest scores possible for designing a remarkable system of social, political, and economic freedom that, while having imperfections, is the admiration of people everywhere who believe that freedom, as envisioned by the Declaration of Independence and the U. S. Constitution, is the key to progress for the betterment of all of a nation's citizens.

It is vitally important that our students and our citizens become increasingly proficient and well-informed in the inspired, virtuous, and noble ideas that are our nation's foundation for a free society. By learning and understanding the basic philosophical concepts of freedom, education, private investment, job growth, and profit incentive, our students will be better equipped to approach the responsibilities and tasks to act and serve in society. In knowing our nation's historical and political foundation, our citizens and students will perpetuate this ongoing miracle of a viable and energized constitutional republic so that freedom, unity, progress, and responsibility through this system of self-government will not perish from our earth.

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★ American Heritage Themes ★

Purpose

The purpose of this lesson is for students to develop meaning for the four important themes in American History - freedom, unity, progress, and responsibility. One theme is stressed in each of the lessons in the curriculum materials. The themes are drawn from the work of the Founding Fathers as they discussed the formation of the United States. Students will analyze and discuss the quotations related to the themes, form four separate groups, and develop an illustration of the meaning of one of the themes.

Objective

The student will be able to define freedom, unity, progress, and responsibility in American history.

Theme

Americans are responsible for communicating a blueprint to future generations the ideas of how the country gained freedom and was formed and how we unify our citizens and progress toward a better life for ALL people.

Time

55 minutes

Materials

- ★ American Heritage Themes handout
- ★ American Heritage Themes templates
- ★ Art supplies (as needed)

Preparation

- ★ Copy American Heritage Themes handout for each student.
- ★ Copy American Heritage Themes templates (as needed).
- ★ Gather art supplies (as needed).

Focus

Students are to develop the meaning of the four themes of American Heritage. Write the words **freedom**, **unity**, **progress**, and **responsibility** on the board. Ask students what they think each of the words means, and write their responses near the word. Read one of the quotes about each one of the themes and ask students how the quote relates to the definition the students have provided.

Activity

Teachers may select one or more of these activities for their students.

1. Have groups of students list the jobs of four family members and describe how each of the jobs impacts one of the four themes.
2. Ask each student to create a poster to illustrate one of the four themes.

Group all of the posters of the same theme and have the students who created the posters unify their ideas to create a single poster. Display the posters around the school and area businesses.

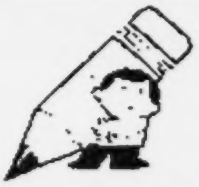
3. Ask students to write a poem, "What is an American?"
   The poem format:
   Line 1--one of the four themes
   Line 2--2 adjectives
   Line 3--3 action verbs
   Line 4--a sentence about the theme
   Line 5--a synonym for the theme

Closure

Remind students that freedom, unity, progress, and responsibility are themes from American history that are still important to Americans today.

Assessment

Students will write an essay explaining the importance of freedom, unity, progress, and responsibility to Americans in the twenty-first century.



Freedom

The God who gave us life,
gave us liberty at the same time.
Thomas Jefferson
1743-1826

There is nothing on this earth
more glorious than a man's freedom,
and no aim more elevated than liberty.
Thomas Paine
1737-1809

Is life so dear or peace so sweet,
as to be purchased at the price
of chains or slavery?
Forbid it, Almighty God!
I know not what course
others may take, but as for me,
give me liberty or give me death!
Patrick Henry
1736-1799

Unity

We must all hang together, or
assuredly we shall all hang separately.
Benjamin Franklin
1706-1790

E PLURIBUS UNUM – From Many, One
The Great Seal of the United States
1782

Be Americans.
Let there be no sectionalism,
no North, South, East or West:
You are all dependent on one another
and should be in union.
In one word, be a nation:
be Americans, and be true to
yourselves.
George Washington
1732-1799

Freedom, unity, progress, and **responsibility** are central themes in America's heritage that generations of Americans from various backgrounds have embraced for over two centuries.

Progress

This society of free, self-reliant individuals has brought about the greatest outburst of creative human energy ever known, producing more social, economic, and health advances than ever before in history—the miracle that is America. Yet there is more to do. The most rapid, permanent progress is achieved through individual freedom, education, productivity, and morality.
Dr. Richard J. Gonzalez
1912-1998

The main fuel to speed our progress is our stock of knowledge, and the brake is our lack of imagination. The ultimate resource is people—skilled, spirited and hopeful people who will exert their wills and imaginations for their own benefit, and so, inevitably, for the benefit of all.
Julian Simon
1932-1998

Responsibility

God grants liberty only to those
who love it and are always ready
to guard and defend it.
Daniel Webster
1782-1852

For, however loftily the intellect of man may have been gifted, however skillfully it may have been trained, if it be not guided by a sense of justice, a love of mankind, and a devotion to duty, its possessor is only a more splendid, as he is a more dangerous, barbarian.
Horace Mann
1796-1859

And so, my fellow Americans,
ask not what your country can do for you;
ask what you can do for your country.
John F. Kennedy
1917-1963

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Freedom	***Unity***
Progress	***Responsibility***

★The Declaration of Independence★

Purpose
The purpose of this lesson is for students to develop investigative skills and to identify the reasons our American forefathers issued the Declaration of Independence.

Objective
The student will investigate and identify the reasons the American colonists issued the Declaration of Independence.

Theme-Freedom
The Declaration of Independence (1776) was written by colonists seeking a way of communicating to the world their interest in being free from a king.

Core Knowledge
Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. People come to America from many lands to find freedom. America is a land of opportunity, but citizens have responsibilities as well as rights.
Grade 4 - Amer Hist & Geog. Sec I: The American Revolution. C. The Revolution. What caused the colonists to break away and become independent nations? What does the Declaration of Independence say about natural rights of "Life, Liberty, and the pursuit of Happiness"? Sec II: Making a Constitutional Government. A. Main Ideas behind the Declaration of Independence. The proposition that "All Men are Created Equal" is reflected in the Declaration.
Grade 6 - Amer Hist & Geog. Sec I: Immigration. What ideas does the Declaration of Independence present about why people would leave their country?

Time
45 minutes

Materials
- ★ Radio Theatre Script
- ★ "Context of the Declaration of Independence" reading, Assessment Tool, KWL Chart
- ★ Preamble Text & Puzzle
- ★ Declaration of Independence Document & Text Scramble.

Preparation
- ★ Copy materials/handouts.

Focus
Ask students why Americans celebrate every 4th of July. (The Declaration of Independence was adopted on this day.)

Activity
1. Perform radio script, ***We got to get rid of that guy!*** Discuss the problems/restrictions the colonists likely experienced under the King of England, what they probably thought/felt, and why they sought/declared independence. Have students journal about what they might have thought/felt in the same situation and what they might have done.

2. Read/discuss **"Context of Our Declaration of Independence."** The true-false assessment tool can be used as a pre- or post-reading exercise, a discussion stimulus, or an assessment tool. Discuss the situation that prompted the colonists to seek independence.

3. **Preamble Text & Puzzle:** Use as introduction to the Declaration of Independence and as a language arts/vocabulary exercise. Discuss the importance of the Preamble and what it says and means about the American colonists' beliefs and principles. Complete KWL chart as post-reading and/or pre-reading preparation for the rest of the Declaration primary document.

4. **Declaration of Independence Primary Document & Text Scramble:** Use as a reading passage/research tool. The Text Scramble can be copied, cut, and stored in baggies. As a reading strategy, have students individually or in groups piece together the text scramble in the right order. Each group can also take a different excerpt from the document and read, research, and discuss its meaning. Students share with the rest of the class the meaning and importance of that specific part of the Declaration.

Discuss the three main sections of the Declaration of Independence:
- ★ Basic human rights and the purpose of government
- ★ Wrongs done by the King
- ★ Declaration of Independence by the colonies

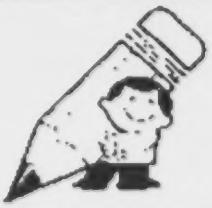
5. **Research Assignments:** The teacher or students may offer suggestions for individual or cooperative group projects.

Closure

Review the three parts of the Declaration of Independence and the important ideas included in the opening passage.

Assessment

Students will write a paragraph or journal entry explaining why the God-given rights of life, liberty and the pursuit of happiness are important to people today.



Radio Theatre Script:
WE GOT TO GET RID OF THAT GUY!

***This is a radio theatre play. The characters are set in front of a bank of real or imagined microphones. They can sit or stand. The inflection of their voices along with the script will tell the story. Usually the title, author, and list of characters are introduced to the audience by the narrator.*

List of Characters:

Narrator
John Hancock
Samuel Adams
Chorus of 10 students or more

Narrator: This event is set in Boston, the English colony of Massachusetts several years before 1776. This fictional play reflects a conversation that could have taken place between two good friends and American patriots, John Hancock and Samuel Adams. Their conversation reveals some of the true reasons why the American colonists decided to declare their independence.

Samuel Adams: I've been reading over the king's Stamp Act Proclamation. Did you know he could tax us fifty-five ways from this act alone?

John Hancock: You're kidding me.

Chorus: WE GOT TO GET RID OF THAT GUY!

Samuel Adams: When I graduated from Harvard College, the king charged a tax on my diploma!

Chorus: WE GOT TO GET RID OF THAT GUY!

John Hancock: The king's soldiers uncorked the wine on one of my ships which was in the Boston Harbor waiting to unload. Just because I bought that wine from France. I think they drank some of it, too!

Chorus: WE GOT TO GET RID OF THAT GUY!

Samuel Adams: The king sent his redcoat soldiers over here to protect his property. He quartered three of them in my house. I had to feed them and their horses. My children had to give up their beds and sleep on the floor for them.
John Hancock: That's not fair.

Chorus: WE GOT TO GET RID OF THAT GUY!

Samuel Adams: A friend of my brother-in-law just came home from Spain and told me of a new playing card game. I went to the store to buy a new deck of cards so my friends and I could play the game. Would you believe it, the king is now taxing playing cards!

John Hancock: We can't even have fun any more because of the king.

Chorus: WE GOT TO GET RID OF THAT GUY!

John Hancock: After what the king's soldiers did to my French wine, I'm not buying or drinking that tea shipped to the colonies from his East India Company. There's a tax on it, too!

Samuel Adams: I know what to do. Do tea leaves mix with salt water?

John Hancock: What are you planning?

Samuel Adams: The fewer people who know the better.

Chorus: WE GOT TO GET RID OF THAT GUY!

John Hancock: The king said I was a dangerous man. He put a price on my head, dead or alive. Now, I have to hide!

Samuel Adams: Me too!

Chorus: WE GOT TO GET RID OF THAT GUY!

Samuel Adams: Let's get together with our friends and declare our independence from the king and his laws. If we have to, we'll fight!

All: WE GOT TO GET RID OF THAT GUY!

The Context of Our Declaration of Independence

At one time, the American colonies belonged to the King of England. The king had taken a lot of the Americans' money for taxes. He would not let them buy and sell things with other countries. He made the people pay for food and clothes to give his soldiers. The king even said that his soldiers could live in the homes of the American colonists. Many colonists had to give up their own beds or the beds of their children. There could be little protests because the judges and government officials were appointed and paid by the king.

Many people in America were tired of all the problems with the English king, so their leaders or delegates met to decide what to do. These leaders were rich plantation owners, business men, and ordinary citizens such as Samuel Adams. After the first meeting, a list of pleas were sent to the king, but he refused to make changes. The American leaders decided that they wanted to be independent, or free, from the king. At their next meeting, they chose Thomas Jefferson and some other men to write a paper to tell the world about how they wanted to be free to make their own decisions in their own nation. The colonists' leaders voted to accept what Jefferson had written and signed their names on the paper.

John Hancock, the presiding delegate, or leading man, at both meetings was the first to sign the Declaration of Independence. The story is that Hancock made his signature big and bold because he wanted the king to be able to read it without the aid of eyeglasses. Hancock's signature became so famous that even today when someone asks for a person's signature, he or she sometimes says, "Put your John Hancock there."

After the other delegates signed the Declaration, copies were made so that all the people could read it. The Declaration said that all men were created equal and that God gives all people important things like life, liberty, and the pursuit of happiness. The Declaration also listed the reasons why the American people were mad at the king. Lastly, the Declaration said that the people were starting their own country called the United States of America.

All of the fifty-six men who signed the Declaration of Independence knew that the king would not let them be free without a fight. Many of them would be hurt or killed in the fighting. They knew that if the king's soldiers won, all who signed would go to jail or maybe even be hanged. Nine of these men died because of the fighting. Twelve of them had their homes destroyed. These men and the other Americans fought hard and won the war against the king's soldiers. Now every year on the 4th of July, we remember the Declaration of Independence and the brave men who fought so that we could be free.

The Context of Our Declaration of Independence
Assessment Tool

Instructions: This is an assessment tool for the reading passage entitled, "The Context of Our Declaration of Independence." Write T for each true statement and F for each false statement.

_____1. The King of England totally owned the American colonies.

_____2. In the pre-Revolutionary American colonies, a new needle and spool of sewing thread had to be bought from an English company.

_____3. Thomas Jefferson was the first person to sign the Declaration of Independence.

_____4. All delegates or leaders of the American colonists were rich businessmen.

_____5. John Hancock loved the British and their king.

_____6. Fifty-six men and women signed the Declaration of Independence.

_____7. On the 5th of July every year, we celebrate our independence.

_____8. According to the English king, all 56 signers of the Declaration of Independence committed treason.

_____9. An English solider in pre-Revolutionary War time could live in your home and eat your food for free.

_____10. Tyranny or injustice caused the colonists to unite and declare their freedom.

Answers: 1=T, 2=T, 3=F, 4=F, 5=F, 6=F, 7=F, 8=T, 9=T, 10=T

THE PREAMBLE OF THE DECLARATION OF INDEPENDENCE

On June 7, 1776, Richard Henry Lee of Virginia introduced a resolution in the Continental Congress that said, "These United colonies are, and of right ought to be, free and independent States." A committee of five men was selected to write a formal declaration explaining the reasons for independence. One of these men, Thomas Jefferson, was the primary author of the Declaration of Independence that was adopted on July 4, 1776. The following passage from the beginning of the Declaration of Independence, called the Preamble, includes two important beliefs. First, all men are created equal with basic rights given to them by God, and second, men set up government to protect their rights and may change the government if it does not respect these rights.

When, in the course of human events, it becomes necessary for one people to **dissolve** *the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which* **impel** *them to the separation.*

We hold these truths to be **self-evident**: *that all men are created equal; that they are* **endowed** *by their Creator with certain* **unalienable** *rights; that among these are life, liberty, and the* **pursuit** *of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the* **consent** *of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to* **abolish** *it and to* **institute** *new government, laying its foundation on such* **principles** *and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.*

Complete the following on a separate sheet of paper.

1. Define the ten bold words in the passage.
2. According to the Declaration, what are the three rights given by God to all people? What do you think these rights mean?
3. What does Jefferson say the people should do when the government becomes destructive of their rights?
4. The Declaration of Independence has been called the "birth certificate of the United States." What do you think this statement means?

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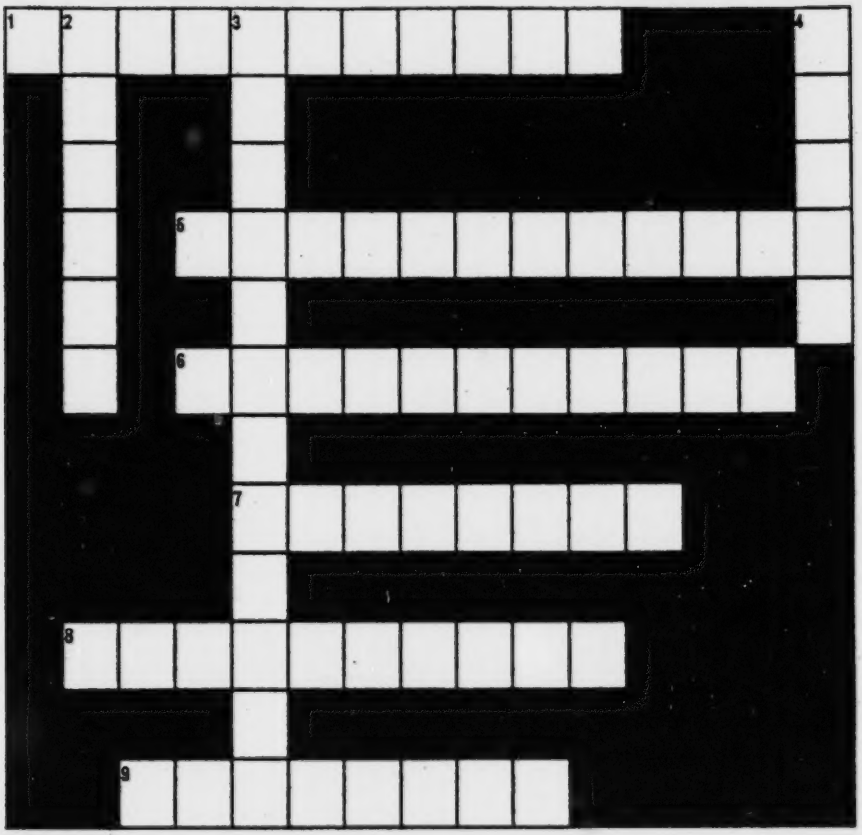
K-W-L Chart

What I Know	What I Want to Know	What I Learned

Preamble Puzzle



Across	Down
1. not surrendered	2. basic part or people
5. obvious	3. self-reliance
6. proclaim	4. a planet
7. terminate	
8. code of conduct	
9. an introduction	

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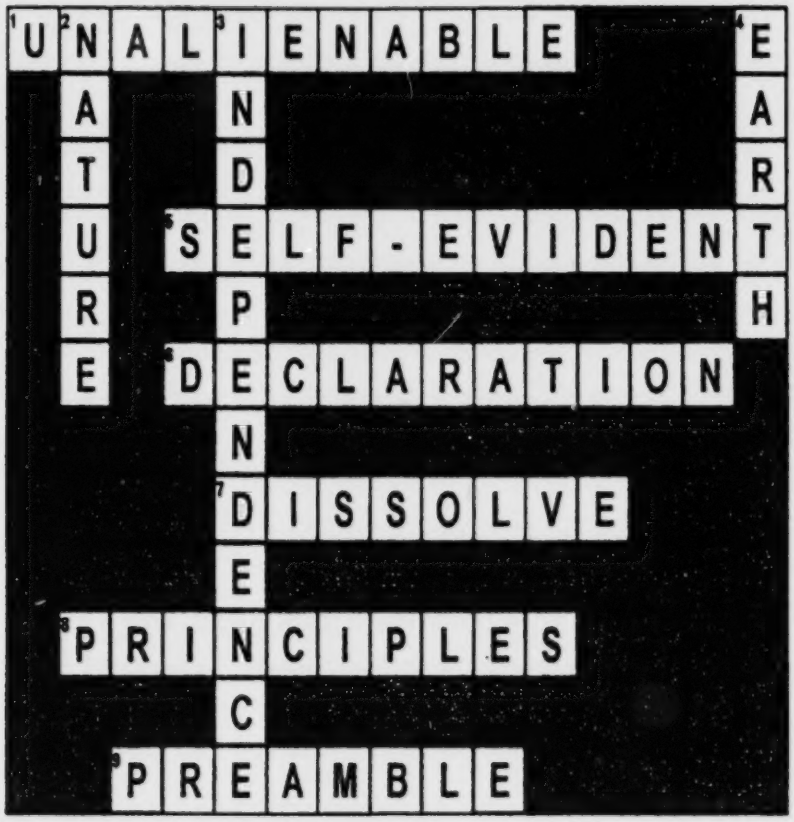
Preamble Puzzle



Across	Down
1. not surrendered	2. basic part or people
5. obvious	3. self-reliance
6. proclaim	4. a planet
7. terminate	
8. code of conduct	
9. an introduction	

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In Congress, July 4, 1776
the Unanimous Declaration
of the Thirteen
United States of America

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of , and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain, is and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

In Congress, July 4, 1776

the Unanimous Declaration

of the Thirteen

United States of America

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among

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these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown

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that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and

usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the

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legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to

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the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

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We, therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of

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★ The Declaration in Visual Art ★

Purpose

The purpose of this lesson is to teach students about the Declaration of Independence and its relationship to Independence Day. Students will analyze John Trumbull's painting of the signing of the Declaration of Independence and then pose as the men in the painting.

Objective

Students will identify the Declaration of Independence as the reason for our celebration of Independence Day.

Theme-Freedom

The Declaration of Independence provides the rationale for freedom in the United States.

Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. People come to America from many lands to find freedom. America is a land of opportunity, but citizens have responsibilities as well as rights.
Grade 4 - Amer Hist & Geog. Sec I: American Revolution. C. The Revolution. What caused the colonists to break away and become independent nations? What does the Declaration of Independence say about Life, Liberty, and the pursuit of Happiness?
Grade 6 - Amer Hist & Geog. Sec I: Immigration. What ideas does the Declaration of Independence present about why people would leave their country?

Time

45 minutes

Materials

- ★ "Declaration of Independence" painting by John Trumbull
- ★ Table/Chairs (optional)
- ★ Green tablecloth or poster paper (optional)

Preparation

- ★ Prepare copies and/or a transparency of the Trumbull painting.
- ★ Have table, chairs, and tablecloth available for students to pose as the men in the painting

Activity

Show the class the Trumbull painting. Have them look at it carefully for one minute without talking. Then, ask them what they see. You might ask students questions about the people they see. Ask students to name colors they see. Ask students to notice light and shadow. Ask students to describe the room and furniture. Ask students what they think is happening. Ask who is in charge (the boss).

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★ A Famous Signature ★

Purpose

The purpose of this lesson is to help students demonstrate that each person must take responsibility for his/her actions, words, and deeds. The signers of the Declaration demonstrated responsibility for their actions.

Objective

The student will learn about John Hancock and his importance to the Declaration. They will recognize his signature and explain why it is important.

Theme-Responsibility

John Hancock was a chairman of the committee writing the Declaration of Independence. When the Declaration was written, Hancock gave a speech to the delegates stressing the importance of the document they were about to sign. Hancock and all the other signers took responsibility for the proclamation to be free from the rule of the King by signing the Declaration. A person's signature is a declaration of agreement with the things he or she signs.

Core Knowledge

Grade 1 - Amer Hist & Geog. Sec II: Early Exploration & Settlement. C. English Settlers. What did John Hancock and other signers of the Declaration of Independence do to make a living in the colonies? Sec III: From Colonies to Independence. American Revolution. Tell the story of how the colonies became an independent nation.
Grade 4 - Amer Hist & Geog. Sec I: American Revolution, Declaration of Independence. Why did one person sign with a large signature? Who were the patriots and why were they called patriots? Sec II: Making a Constitutional Government. A. Main ideas behind the Declaration of Independence. B. Making a New Government. Who are the Founding Fathers?

Time

45 minutes

Materials

- ★ Declaration of Independence facsimile
- ★ John Hancock signature sheet
- ★ Tracing art supplies (e.g. cotton swabs, paint, crayons, hard candy, glitter, glue)

Preparation

- ★ Prepare handouts or transparency of the Declaration of Independence.
- ★ Copy John Hancock signature sheets for each student.
- ★ Gather art supplies.

Focus

Students learn from the actions of the Founders of the nation that people must take responsibility for their actions. Show the students the facsimile of the Declaration of Independence. Have them look at it carefully for one minute without talking. Then, ask them what they see. Point out the parts of the document including the title, the main body of text, and the signatures including Hancock's.

Explain to students that this is the Declaration of Independence. It was written in 1776 when the American people decided that they wanted to be free from their king. The men who wrote it knew that the king would be very angry and would send soldiers with guns to make the people obey him. If the Americans lost the war that followed, the men who signed the Declaration would be the first to be punished.

John Hancock was the leader of the Declaration signers. (He was President of the Continental Congress that approved the Declaration of Independence.) He understood the danger but signed the Declaration anyway. He was the first and only man to sign the Declaration on July 4, 1776. The other men signed it later. Hancock signed his name in big letters so that everyone, especially the king, could see it clearly. His big signature is so famous that even today when someone tells another person to sign his name, someone might say, "Put your John Hancock there."

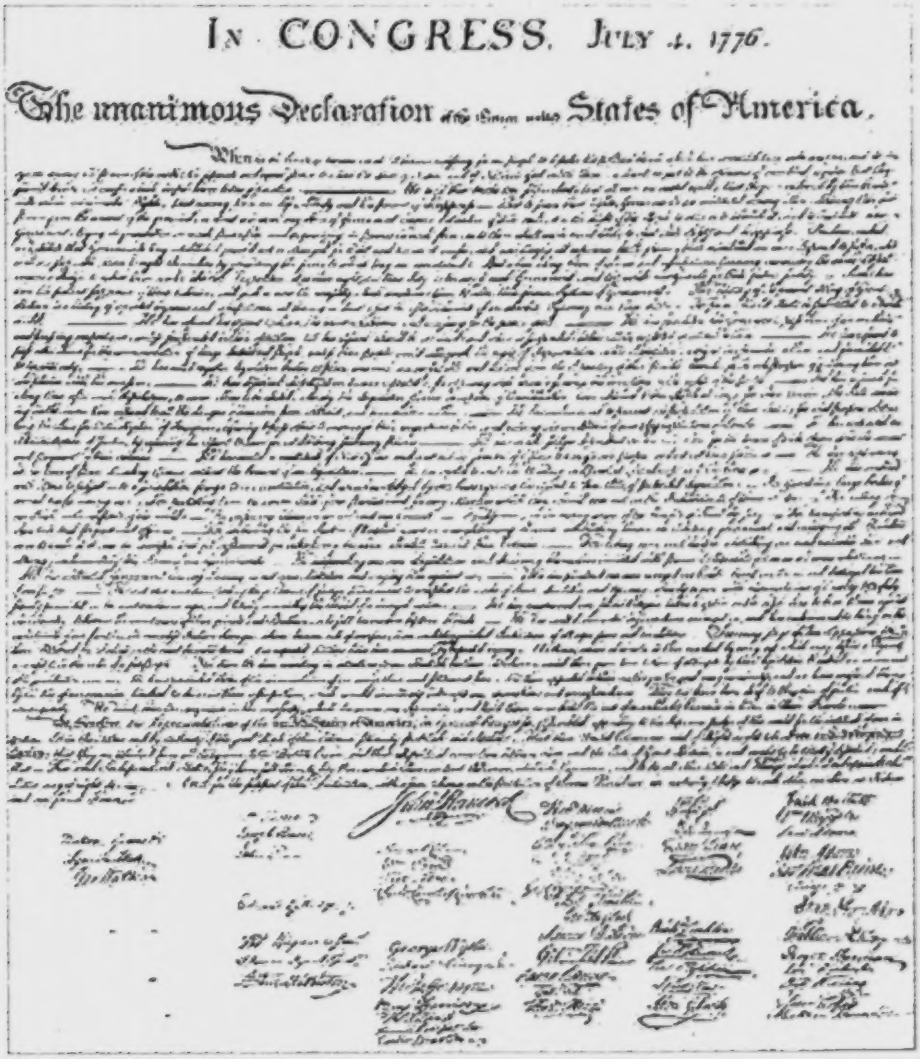
Activity

1. Give each student a copy of the John Hancock signature. Ask them if they recognize any of the letters. Explain that this is a special way to write letters called "engrossing" (beautiful script) which is like cursive writing.
2. Have students trace over the letters with their fingers several times to get the feel of the writing. They may also trace the letters with a cotton swap or pencil eraser.
3. Have students trace the signature using paint or crayons. Students can also trace the signature by gluing things like hard candy or glitter.

(Of course, this activity can be adapted to use anything that is available. The signature can be traced with beans, marshmallows, cotton, glow-in-the-dark paint, bits of tissue paper, etc. Older students may enjoy the challenge of trying to copy the signature free hand without tracing it. Older students may also like to try to use a real quill pen and ink, if available. Allow students to have an opportunity to focus on the signature in a way that is pleasant for them so that they will remember it.)

Closure

Ask students what it means when someone says, "Put your John Hancock there." Remind students that we are free today because of the bravery of John Hancock and the other men who signed the Declaration of Independence.



IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

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Yehudi Menuhin

★ Monarchy Game ★

Purpose
The purpose of this lesson is for students to experience the affect of a monarchy on various people in a society.

Objective
The student will analyze the monarchy system with regard to the causes of the American Revolution.

Theme - Freedom & Progress
An all-inclusive definition of freedom is the absence of coercion. The decision of the colonists to declare their independence from a coercive monarchy resulted in the democratic way of life that created America. America is a nation that has attracted people from all over the world who want a better life for themselves and their families because of freedom.

Core Knowledge
Grade 4 - Amer Hist & Geog. Sec I: American Revolution. B. Causes & Provocations. British taxes without representation. The Intolerable Acts and the First Continental Congress protest of King George III. Sec II: Making a Constitutional Government. Main ideas behind the Declaration of Independence and the Constitution of the United States.
Grade 5 - World Hist & Geog. Sec IV: England and the Golden Age to the Glorious Revolutions. B. From the English Revolution to the Glorious Revolution. English Revolution and Bill of Rights. Parliament limits the power of the monarchy.

Time
45 minutes

Materials
- ★ Game Players Handout/Transparency
- ★ Role Cards
- ★ Treasuries/Crown Cash
- ★ Events Journal sheets

Preparation
- ★ Prepare Game Players as a transparency or as a handout for students.
- ★ Copy and cut Role Cards. The following ratio is suggested:

	Class Size		
	20	25	30
King/Queen	1	1	1
Noblemen	2	3	3
Merchants	2	3	3
Craftsmen	5	6	8
Peasants	10	12	15
	Role Card sheets 1, 2	Add Role Card sht 3, col 1	Add Role Card sht 3, col 2

- ★ Copy and cut Treasuries (1) and Crown Cash (20 students—5 sheets, 25 students—6 sheets, 30 students—7 sheets).
- ★ Affix Treasury labels to envelopes and fill with extra Crown Cash.
- ★ Copy Events Journal sheets for each student.

Focus
Draw a line down the center of the chalkboard or transparency. Write the words **monarchy** and **democracy** on opposite sides of the line. Have students brainstorm

ideas about the two words (e.g. What do these words mean? or What would it be like to live in this system?). Ask students on which side they would put the following words: **oppression, freedom, tyranny,** and **liberty.**

Activity

1. Using Game Players as a transparency or handout, discuss the various roles played in the Monarchy Game. Focus on the fact that roles were largely determined by birth with little chance of social mobility. Discuss the rights and responsibilities of the various roles.

2. Distribute the role cards. Roles may be assigned by the teacher, selected at random, or both assigned and selected (e.g., the teacher may want to assign king/queen and noblemen roles and then let the rest of the class select at random).

3. Distribute the Events Journals. Students should write their role and its description from their card on the top of the Events Journal.

4. After roles have been determined, separate the king/queen and divide the remainder of the class into towns. The following ratio is suggested:

20 students	2 towns of 9-10
25 students	3 towns of 8
30 students	3 towns of 9-10

   Each town is headed by a nobleman. Divide the merchants, craftsmen, and peasants evenly among the towns. (See the Class Size chart in the Preparation section.)

5. Distribute Crown Cash in the following amounts:

King/Queen	Crown Treasury
Noblemen	Nobleman's Treasury
Merchants	$50
Craftsmen	$50
Peasants	$10

6. Simulation--The teacher will write the name of each event on the board or on a transparency of the Events Journal and then lead the students through a simulation and discussion of the event. Students are to record answers and/or thoughts/feelings/reactions in their Events Journal following each event. Discuss connections to the British king and causes of the American Revolution.

Activity—Simulation (continued)

Event #1: Tax Collection

The king/queen directs each nobleman to pay taxes for each town. Rather than pay from their own money, the noblemen collect money from the townspeople. The noblemen pay the king/queen and keep any extra money.

Event #2: War

In order to increase his/her wealth and power, the king/queen decides to invade a neighboring country. The king/queen directs the noblemen to provide three soldiers and money from each town. Discuss who the noblemen will select to fight and to pay.

Event #3: Colonization

In order to further increase his/her wealth and power, the king/queen decides to establish a colony in America. The noblemen must provide colonists and investors from the townspeople. Discuss who would be most willing to volunteer to go and who would be best able to invest. Also, have merchants and craftsmen suggest rules to the noblemen and king/queen that the colonists should follow related to taxes and trade.

Enrichment Activity

Students may complete the *Songs* reading comprehension activity which compares the verses of "God Save the King" to "America" ("My Country 'Tis of Thee").

Closure

Have students discuss or write on the back of their Events Journal who they think was the winner of the Monarchy Game. Ask students to defend their answers.

Assessment

Students will write an essay or journal entry explaining how two things they learned from the monarchy game might have been reasons why the American colonists would revolt against the British King.

Game Players

King (Queen)

You are the absolute ruler of your country. The church says your power is given to you by God. You can make or change laws any time you want. You can use the force of your army to achieve your goals. You control all trade and business to add to your own wealth.

Nobleman

Your responsibility is to serve the king. You show your loyalty by collecting and paying taxes to the king, by providing military support to the king's army, and by enforcing the king's law. In exchange for your loyalty, you share in the wealth of the kingdom.

Merchant

You make your living by buying and selling goods inside and outside of the country. You are protected by the king's army and laws. You must share your profits with the nobleman by paying taxes.

Craftsman

You have a special skill that you use in your job (for example, a blacksmith or carpenter). You are protected by the king's army and laws. You must provide services and pay taxes to the nobleman.

Peasant

You have no education or special skills. You farm the land in order to grow food to feed your family. You must also use some of what you grow to trade or sell for money to get things you need from the craftsmen and merchants and to pay your taxes to the nobleman. In exchange for your loyalty and service you are protected by the king's army and laws.

Role Cards

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You have a special skill that you use in your job (for example, a blacksmith or carpenter). You are protected by the king's army and laws. You must provide services and pay taxes to the nobleman.

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Role Cards

Peasant

You have no education or special skills. You farm the land in order to grow food to feed your family. You must also use some of what you grow to trade or sell for money to get things you need from the craftsmen and merchants and to pay your taxes to the nobleman. In exchange for your loyalty and service you are protected by the king's army and laws.

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Role Cards

Add this column for 25 students.

Add this column for 30 students.

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Craftsman

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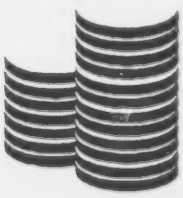
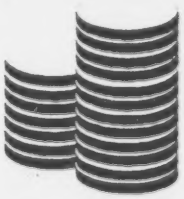
The Treasury

CROWN TREASURY



NOBLEMAN'S TREASURY

NOBLEMAN'S TREASURY



NOBLEMAN'S TREASURY

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Crown Cash

$10 CROWN CASH $10
$10 CROWN CASH $10
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Events Journal

ROLE_____

DESCRIPTION

EVENT #1_____

- ★ **WHAT HAPPENED TO YOU?**

- ★ **HOW DID YOU FEEL ABOUT IT?**

EVENT #2_____

- ★ **WHAT HAPPENED TO YOU?**

- ★ **HOW DID YOU FEEL ABOUT IT?**

EVENT #3_____

- ★ **WHAT HAPPENED TO YOU?**

Songs

God Save The King
Great Britain

God save our gracious King,
Long live our noble King,
God save the King:
Send him victorious,
Happy and glorious,
Long to reign over us:
God save the King.

Lord our God arise,
Scatter his enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all.

Thy choicest gifts in store
On him be pleased to pour;
Long may he reign:
May he defend our laws,
And ever give us cause
To sing with heart and voice
God save the King.

My Country 'Tis of Thee
America

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

1. How many times are the words *liberty* and *freedom* used in the American song? How many times are these words used in the British song?

2. How does the American song describe God in the second line of the last verse?

3. How many times does the British song use the phrase "God save the King"?

4. What is God called in the last line of the American song?

5. Why do you think Americans used the music from "God Save the King" but changed the words?

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★The Great Seal★

Purpose
The purpose of this lesson is to introduce the American Patriotic symbols. The Great Seal was produced by the forefathers to help unify the nation and to demonstrate to the world the qualities of the nation.

Objective
The student will be able to identify elements of the American patriotic symbols in the Great Seal of the United States.

Theme-Unity
The Latin words on the Great Seal are one of the factors that express our intention as a nation to be one. The nation is composed of people from all over the world and residents of different states, but from these many the one people of the United States are formed.

Core Knowledge
Grade 6 - Amer Hist & Geog. Sec I: Immigration. Tension behind the ideas and realities of the great melting pot. How does the Great Seal reflect the unity of the nation.

Time
45 minutes

Materials
- ★ Great Seal Reading/Q's
- ★ Great Seal Bookmarks
- ★ KWL Chart, posterboard, colors, dollar bill, old issue bill

Preparation
- ★ Copy handouts.

Focus
The Great Seal of the United States was adopted by the Continental Congress in an effort to demonstrate to the other nations of the world the ideas of the Founding Fathers. The Great Seal was placed on money so that all citizens would have a ready reference to the idea of unity.

Activity
1. Have students look at a real or drawn dollar bill. Ask students why the seal is on the bill and what they think it means. Do a KWL chart.
2. Read and discuss "The Great Seal" reading passage and questions. Review any unclear terms or concepts and their meanings. Complete KWL chart.
3. Have students create book marks with the Great Seal on them.
4. Have students draw large or poster-sized Great Seals, color them, label all the parts and their meanings (either by drawing arrows or color-coding), and display them.

The Great Seal

The two sides of the official seal of the United States

The Great Seal of the United States printed on the back of our dollar bill was adopted by the Continental Congress on June 20, 1782. The Great Seal has two sides. One side shows an eagle holding in one talon an olive branch, a symbol of peace, and in the other talon arrows, a symbol of war. The Latin words, E PLURIBUS UNUM, on the scroll by the eagle's head mean: "From Many, One." The creation of one nation by 13 states is represented by the stars above the eagle's head and by the bars and stripes on the flag that covers the eagle's breast.

The other side of the seal displays a pyramid base with thirteen levels representing the original thirteen colonies. The Eye of God appears at the top of the pyramid and is a symbol taken from Psalms 33:18: "The eye of God is upon them that fear Him, upon them that hope in His mercy." The Roman numeral MDCCLXXVI (1776), the year of the Declaration of Independence, is written at the base of the pyramid. ANNUIT COEPTIS is inscribed above the pyramid. It is a Latin motto which means "He has favored our undertaking" and is used to express the belief that God's blessing was and is on the United States. NOVUS ORDO SECLORUM is inscribed below the pyramid and means "New order of the ages" to display the American rejection of the Old Order in which kings were considered to have a divine right to rule over the people. In the American New Order, government receives its power, which is limited by a written constitution, from the people who freely elect their leaders. The rights to life, liberty, and the pursuit of happiness were believed by our Founders to be God-given, unalienable rights of all people as opposed to man-made, vested rights that could be given or taken away by a human being. Unalienable rights are therefore permanent and unchangeable. Vested rights are temporary and changeable.

Questions to ponder:

1. Compare new paper money with old issue money. What is the difference between them? Find out why.
2. Are kings equal with God? Why or why not? What did the early American colonists think?
3. How and why did the eagle get to be our national symbol?

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K-W-L Chart

What I Know	What I Want to Know	What I Learned

The Great Seal
Bookmarks

Instructions: Copy onto an index card or cardstock the pattern below. The pattern can be used for two one-sided bookmarks or for one two-sided bookmark. Students fill in the lists and laminate.

What I like about America!

_____

_____

_____

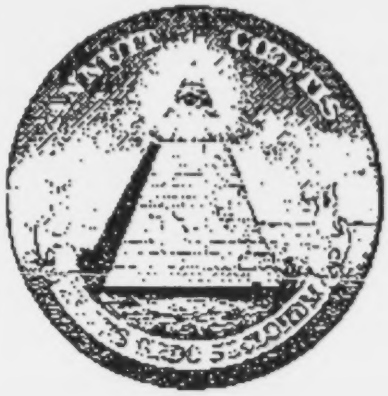
_____

_____

_____

_____

_____



What I do to help make America better!

_____

_____

_____

_____

_____

_____

_____

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★George Washington: Our First President★

Purpose
The purpose of this lesson is to develop students' understanding of responsible leadership in the American colonial era. Students will have an opportunity to study some of the acts in George Washington's life and how he exhibited responsible behavior.

Objective
The student will identify qualities of responsible leadership in our Founding Fathers.

Theme-Responsibility
People are responsible for their actions, and a nation is responsible for the actions of their government. George Washington accepted responsibility for leading the nation and the actions of the American army under his command.

Core Knowledge
Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. The American Revolution. George Washington from a military commander to our first president.
Grade 4 - Amer Hist & Geog. Sec III: Early Presidents and Politics. George Washington as our first president.

Time
45 minutes

Materials
- ★ "George Washington-- A Responsible Man" passage
- ★ KWL Chart
- ★ Silhouette of George Washington

Focus
Show the students the silhouette of George Washington and tell them that George Washington is known as the "Father of Our Country" because of his leadership qualities of courage, humility, and responsibility. The silhouette of George Washington is on the quarter coin.

Activity
1. Read "George Washington-A Responsible Man." Complete the KWL Chart for pre- and/or post-reading of the passage. Discuss the reading and how Washington is portrayed as a responsible person. Answer the reading questions in groups, individually, or in whole class.
2. Look at and discuss the silhouette of George Washington. Create a bulletin board display, "I Am Responsible," having students make their own silhouettes and identify their responsibilities. Students can display their written or illustrated responsibilities around their silhouette.
3. Students can also use the silhouette as a cover for an "I Am Responsible" writing journal.

George Washington—A Responsible Man

George Washington is considered the "Father of the United States of America." Why? Was it just because he was a responsible man or because he became our president?

When George Washington was young, America still belonged to England. The people in America were supposed to obey the King of England. They were not free to do whatever they wanted. The king used the people and land in America and in other places that he owned to make money for himself. When the king began to take too much money without Americans having a voice in the English government, George Washington and others thought it was not fair. Many Americans wanted to be free from the king so they could make their own rules and work for themselves. But the king sent his soldiers from England to America to make the people in America obey him.

Many leaders in the American colonies started to meet in secret and send secret letters to each other trying to find a solution to the English king's dictates or rules. George Washington was among them. The king still refused to even listen to their pleas. So the Americans declared their independence and gathered an army to defend their colonies. They picked George Washington to be the leader of their army, and they began fighting England. The war was named the "American Revolution." Many people were hurt or killed in the fighting. Washington's men did not know a lot about the English way of fighting, and Washington often did not have enough food and clothes for his soldiers. They were hungry and cold much of the time. When Washington ran out of money for the soldiers, he had to ask them to keep fighting for no pay. Despite all the problems, George Washington never quit. The Americans finally won the war and were free from the king.

Some of Washington's soldiers wanted Washington to be the new king in America because they trusted and respected him for not giving up. They were mad at some of the other American leaders who had not given Washington the money and supplies that the army needed in the war. The soldiers were also mad because many of them still had not been paid. George Washington said that he would not be their king. He said they had won the war, the "American Revolution," so Americans could be free from kings.

After the war, Washington became our first president and continued to help build this country based on the freedoms won with the Declaration of Independence and the American Revolution.

Questions:

1. Washington was a rich planter who owned slaves. At his death he freed all the slaves he personally owned. Reread this passage and carefully look at Washington's character. Why do you think he freed his slaves?

2. Why did the soldiers want Washington to be king?

3. Trust and respect are earned. How could you model yourself after Washington?

K-W-L Chart

What I Know	What I Want to Know	What I Learned

George Washington, the Father of Our Country

★ The U. S. Presidents ★

Purpose

The purpose of this lesson is to teach students to identify the faces, names, sequence, and influence of the presidents of the United States. Each president has had an impact on American history by the decisions they have made in national and foreign policy. Students participate in activities using a set of president cards provided with this lesson plan. A suggested research activity is also included.

Objective

The student will identify the U. S. Presidents and their qualities by reviewing the events that occurred during their presidencies.

Theme-Progress

Progress occurs over time as people take actions to change events. The U. S. Presidents have had a tremendous impact on the progress of the nation as a result of the decisions they have made.

Core Knowledge

Grade 4 - Amer Hist & Geog. Sec III: Early Presidents & Politics. George Washington as first president, John Adams as second president, Thomas Jefferson as third president, James Madison as fourth president, James Monroe as fifth president and Monroe Doctrine, John Quincy Adams as sixth president, Andrew Jackson as seventh president and Battle of New Orleans.

Time

45-60 minutes (varies by activity)

Materials

- ★ President cards
- ★ Art supplies (as needed).
- ★ Research materials/Internet access

Preparation

- ★ Copy president cards (format may vary by activity).
- ★ Gather art supplies (as needed).
- ★ Gather resources for research activity.

Focus

Prior to the lesson, ask students to talk about the U. S. Presidents with their parents. In class, ask students to name the presidents of the United States that they know. Make a list of the names on the board. Ask students why presidents are important to the history of our nation. Show the students the president cards and fast facts and ask them to review information about the presidents.

Activity

President Cards (with or without labels)

1. Give students some or all of the president cards. Have them shuffle the cards and then place them in chronological order.
2. Have the students create a timeline of the presidents by drawing the timeline on art paper and then placing the president cards on the timeline. You might have students add other historical people and events to their timelines.
3. Make two sets of some or all of the cards. Have students play a Memory matching game in groups. Cards are placed face down on the table. Each student takes a turn flipping two cards face up. If the pair matches, the student keeps the cards. If the pair does not match, the cards are turned face down again. When all the pairs have been found, the student with the most pairs wins.
4. Make finger puppets out of presidents' pictures. Draw and cut out the puppet pattern on cardboard and glue on pictures. Have a parade!
5. Have students research material about the presidents from their textbook or other resources. Have individual or groups of students draw from the president cards to see which president he/she will research. (Quick access on the Internet to information about the presidents can be found at www.americanheritage.org. From the homepage click "Links." Then click "Presidents" for links to sites including the White House and the Internet Public Library.)

Presidential Fast Facts

Read passages about the various presidents. Develop research questions for individual or group projects. Use as a History Fair stimulus.

Presidential Puzzle

Find as many presidents as you can and list them as you go.

A Real Challenge Puzzle

Locate if you can a list of the U. S. Vice-Presidents and then find them in the word puzzle. List them as you go.

Closure

Repeat the listing activity in the Focus. Point out to students how many more presidents they can now identify.

Assessment

Students will write a paragraph or essay describing what they think are personal qualities important for the president of the United States.

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George Washington
First President
1789-1797

John Adams
Second President
1797-1801

Thomas Jefferson
Third President
1801-1809

James Madison
Fourth President
1809-1817

James Monroe
Fifth President
1817-1825

John Quincy Adams
Sixth President
1825-1829

Andrew Jackson
Seventh President
1829-1837

Martin Van Buren
Eighth President
1837-1841

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William Henry Harrison
Ninth President
1841

John Tyler
Tenth President
1841-1845

James K. Polk
Eleventh President
1845-1849

Zachary Taylor
Twelfth President
1849-1850

Millard Fillmore
Thirteenth President
1850-1853

Franklin Pierce
Fourteenth President
1853-1857

James Buchanan
Fifteenth President
1857-1861

Abraham Lincoln
Sixteenth President
1861-1865

Andrew Johnson
Seventeenth President
1865-1869

Ulysses S. Grant
Eighteenth President
1869-1877

Rutherford B. Hayes
Nineteenth President
1877-1881

James A. Garfield
Twentieth President
1881

Chester A. Arthur
Twenty-First President
1881-1885

Grover Cleveland
Twenty-Second President
1885-1889

Benjamin Harrison
Twenty-Third President
1889-1893

Grover Cleveland
Twenty-Fourth President
1885-1889

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William McKinley
Twenty-Fifth President
1897-1901

Theodore Roosevelt
Twenty-Sixth President
1901-1909

William Howard Taft
Twenty-Seventh President
1909-1913

Woodrow Wilson
Twenty-Eighth President
1913-1921

Warren G. Harding
Twenty-Ninth President
1921-1923

Calvin Coolidge
Thirtieth President
1923-1929

Herbert Hoover
Thirty-First President
1929-1933

Franklin D. Roosevelt
Thirty-Second President
1933-1945

Harry S. Truman
Thirty-Third President
1945-1953

Dwight D. Eisenhower
Thirty-Fourth President
1953-1961

John F. Kennedy
Thirty-Fifth President
1961-1963

Lyndon B. Johnson
Thirty-Sixth President
1963-1969

Richard M. Nixon
Thirty-Seventh President
1969-1974

Gerald R. Ford
Thirty-Eighth President
1974-1977

James Earl Carter
Thirty-Ninth President
1977-1981

Ronald Reagan
Fortieth President
1981-1989

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George Bush
Forty-First President
1989-1993

William Jefferson Clinton
Forty-Second President
1993-2001

George W. Bush
Forty-Third President
2001-

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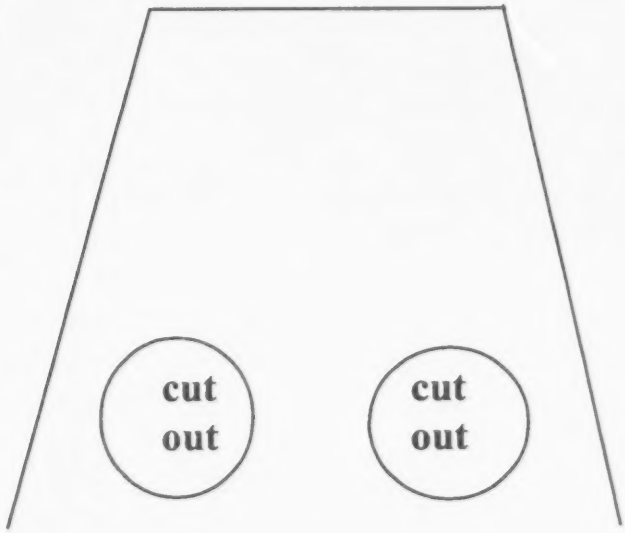
President Finger Puppets

Example:

PATTERN:
Draw and cut out on stiff paper or cardboard. Glue president picture cut-out to the top.



A Puzzle of Presidents

How many Presidents can you find? List them.

E	I	S	E	N	H	O	W	E	R	N	M	A	E	M
C	N	V	O	Q	I	S	R	K	O	E	N	J	N	S
T	L	X	D	T	R	V	U	S	O	Y	T	F	A	T
U	I	E	D	E	V	Y	L	B	S	B	F	R	G	N
N	J	J	V	R	D	I	B	C	E	R	D	F	A	I
W	B	O	D	E	W	I	Y	O	V	Y	L	M	E	C
V	O	H	N	A	L	W	H	O	E	C	U	E	R	J
H	G	N	I	D	R	A	H	L	L	R	I	W	G	A
T	E	S	R	A	R	P	N	I	T	H	G	N	A	J
K	B	O	H	R	R	I	N	D	R	F	S	J	D	J
B	F	N	I	Q	K	T	V	G	W	V	V	O	K	U
X	L	S	I	C	O	U	H	E	S	G	K	G	Y	J
S	O	G	M	N	K	H	T	U	V	G	P	Q	X	Z
N	K	K	G	C	T	M	I	B	R	N	W	K	D	I

S	M	A	D	A	Y	C	N	I	U	Q	J	L	E	F
W	E	T	Y	L	E	R	O	M	L	L	I	F	C	Q
B	Z	Y	S	H	S	X	T	U	V	D	G	Z	Q	G
D	M	A	A	J	P	V	G	A	L	E	T	A	E	E
S	Z	B	E	H	A	B	N	E	Y	J	B	X	Z	N
Z	E	U	S	K	C	B	I	O	N	L	Z	D	I	I
K	Z	C	U	N	U	F	H	O	S	V	O	R	O	P
E	V	H	A	R	R	I	S	O	N	I	H	R	E	X
T	Y	A	E	A	G	R	A	N	T	V	D	E	J	B
G	X	N	G	E	E	L	W	Q	E	Z	F	A	B	J
U	R	A	O	F	O	I	X	C	V	L	C	N	M	B
W	R	N	F	K	G	R	R	I	E	K	P	O	J	T
H	P	E	F	W	P	E	N	O	S	N	H	O	J	U
H	J	M	N	L	I	N	C	O	L	N	B	M	L	C
E	O	R	C	P	N	F	N	B	M	K	C	T	I	K

My List

Vice-Presidents--A Real Challenge!

This puzzle contains all of the Vice-Presidents of the United States.

The main question is, Where will I find a list of their names?

E	M	I	B	R	M	S	M	A	K	R	U	P	V	C
N	G	O	C	U	O	C	M	D	A	F	E	Z	O	B
A	T	D	K	H	R	U	A	A	I	D	H	L	Q	P
H	U	V	I	T	T	R	V	L	D	W	F	M	K	X
D	Q	T	P	R	O	A	L	L	H	A	M	L	I	N
N	Y	R	X	A	N	M	Y	A	X	O	C	C	J	O
Y	Q	Z	A	B	O	I	P	S	A	B	U	E	S	W
W	R	D	U	R	S	T	K	K	I	G	F	N	J	V
R	I	R	E	G	N	I	K	C	I	F	H	S	P	J
R	E	L	E	E	H	W	W	I	E	N	A	I	S	D
N	Q	G	S	G	O	M	D	R	E	R	S	O	N	G
W	Q	B	N	O	J	G	S	D	E	H	B	V	L	X
V	P	V	Z	E	N	O	T	N	I	L	C	M	Z	K
O	K	M	E	N	N	R	D	E	P	Z	Y	B	P	F
R	K	J	C	U	S	Z	S	H	C	R	T	T	O	A
R	O	C	K	E	F	E	L	L	E	R	D	N	C	N
N	Y	V	L	T	O	L	A	W	F	C	R	O	T	L
H	O	X	P	L	R	Y	I	G	A	X	O	X	D	B
E	K	S	S	E	W	A	D	S	N	L	F	I	H	T
O	W	E	N	V	S	U	B	L	I	E	L	N	P	F
S	K	R	A	E	F	Q	M	D	L	T	W	A	W	P
I	A	L	M	S	V	Y	G	A	Z	L	R	M	C	X
G	X	Y	R	O	K	E	D	L	F	C	L	U	B	E
F	H	D	E	O	L	N	T	B	C	H	V	R	C	T
Y	I	Z	H	R	O	P	A	S	K	T	K	T	V	T
X	G	H	S	M	H	R	O	B	V	R	R	T	R	I
R	K	X	U	I	K	P	M	A	R	S	H	A	L	L
B	M	B	B	L	U	T	M	T	V	I	B	E	L	S
A	V	J	E	K	R	C	R	U	Y	O	A	Z	V	D
M	R	Y	P	V	N	O	S	N	H	O	J	F	T	M

My List

Presidential Fast Facts

Suggestions for use of Fast Facts: Most of the facts were obtained on-line from the White House.gov database and give students some insights into the background of each President. The questions following the Fast Facts for each President are based on that Presidency and can be used for research projects, debate stimulus, etc.

George Washington
First President
1789-1797
Fast Facts: born in Virginia; fought in French and Indian War; was member of Second Continental Congress; Commander in Chief of the Continental Army; prime mover of Constitutional Convention; elected by Electoral College as first President; set pattern for all other Presidents to follow; died of a throat infection.
Why/how did he set a pattern for all other Presidents?

John Adams
Second President
1797-1801
Fast Facts: born in Massachusetts Bay Colony; lawyer; delegate to First and Second Continental Congresses; helped negotiate peace treaty after Revolutionary War; Washington's Vice-President; first to take up residence in the White House; famous quote: "…I pray Heaven to bestow the best of Blessings on the House and all that shall hereafter inhabit it. May none but honest and wise Men ever rule under this roof."
What House is he Blessing and why?

Thomas Jefferson
Third President
1801-1809
Fast Facts: born in Virginia; lawyer but no public speaker; a writer who drafted the Declaration of Independence; believed in states rights over a strong centralized federal government; Vice-President under John Adams; acquired the Louisiana Territory from Napoleon; and died on July 4, 1826.
Jefferson was multi-talented. What other careers did he pursue?

James Madison
Fourth President
1809-1817
Fast Facts: born in Virginia; co-authored Federalist essays; considered "Father of

the Constitution;" helped frame the Bill of Rights; asked Congress to declare war on England (War of 1812); British captured the city of Washington and burnt the White House.
For what reasons did he ask Congress to declare war on England, which led to the War of 1812?

James Monroe
Fifth President
1817-1825
Fast Facts: born in Virginia; fought in Continental Army; lawyer; helped negotiate the Louisiana Purchase; Missouri Compromise; Monroe Doctrine.
1. **The Monroe Doctrine is about encroachment on the American continents. What does encroachment mean and who specifically was not to be encroached upon?**
2. **The Missouri Compromise basically determined which states could and could not allow slavery. about slavery. Where was slavery barred and where was it okay?**

John Quincy Adams
Sixth President
1825-1826
Fast Facts: born in Massachusetts; accomplished linguist and diarist; lawyer; Secretary of State for President Monroe; pushed for a network of highways and canals (our first intrastructures); after Presidency elected to House of Representatives; collapsed on the floor of the House and died two days later.
Adams was touted as one of the best Secretaries of State ever. What programs was he involved in that helped in the United States?

Andrew Jackson
Seventh President
1892-1837
Fast Facts: born in the Carolinas; sporadic education; lawyer; during War of 1812 he was the commander who defeated the British at the Battle of New Orleans; nicknamed "Old Hickory;" also called King Andrew I.
Why was he called "Old Hickory?"

Martin Van Buren
Eighth President
1837-1841
Fast Facts: born in New York; lawyer; Secretary of State under Andrew Jackson; nicknamed "Little Magician."

Why was he called "Little Magician?"

William Henry Harrison
Ninth President
1841
Fast Facts: born in Virginia; studied classics, history and medicine; joined the Regular Army; frontier Indian fighter; Governor of the Indian Territory; won laurels in War of 1812; caught a cold one month after taking office and died; first President to die in office.
William Henry Harrison's job as a Governor in the Indian Territory was to obtain Indian lands for pioneer settlement. In the light of today's situations on various Indian Reservations was this the right thing to do? Why or why not?

John Tyler
Tenth President
1841-1845
Fast Facts: born in Virginia; lawyer; nicknamed by his detractors "His Accidency;" first Vice-President to be elevated to the office of President; had first impeachment resolution introduced in U. S. House of Representatives because he was accused of misusing veto power; "Log Cabin" bill, Texas annexed; helped create the Confederacy and was a Confederate Representative when he died.
Was John Tyler impeached and removed from the United States Presidency? Why or why not?

James K. Polk
Eleventh President
1845-1849
Fast Facts: born in North Carolina; lawyer; extended Canadian boundary along 49th parallel; Mexico ceded New Mexico and California for $15,000,000; considered the first "dark horse" Presidential candidate; died as a result of too much hard work immediately after leaving office.
What is meant by a "dark horse" Presidential candidate?

Zachary Taylor
Twelfth President
1849-1850
Fast Facts: born in Virginia; first career soldier to attain the Presidency; a strong nationalist even though he had a home in Baton Rouge, Louisiana and a plantation in Mississippi; nicknamed "Old Rough and Ready;" told Southerners that if they tried to secede from the Union he would personally lead the Army against them; got sick during a ceremony at the Washington Monument and died five days later; second President to die in office; his only son Richard served as a general in the Confederate

Army.
Zachary Taylor had strong national feelings. What are national feelings?

Millard Fillmore
Thirteenth President
1850-1853
Fast Facts: born in New York; worked on father's farm and at 15 was apprenticed to a cloth dresser; attended a one-room school; married one of his teachers; lawyer; was Vice- President but when President Taylor died, became President; his legislative compromises postponed the Civil War; never supported President Lincoln during the war but did support President Johnson during Reconstruction.
The Fugitive Slave Act was part of Fillmore's Compromises which were pro-South. What provisions did that act contain?

Franklin Pierce
Fourteenth President
1853-1857
Fast Facts: born in New Hampshire; lawyer; served in Mexican War; his 11-year-old son was killed in a train wreck two months after he took office; Kansas-Nebraska Act repealed Missouri Compromise which caused "bleeding Kansas" and Pierce to not be elected again; purchased southern Arizona and part of southern New Mexico for $10,000,000.
How could a President use $10,000,000 of our tax money and purchase land on behalf of the United States?

James Buchanan
Fifteenth President
1857-1861
Fast Facts: born in Pennsylvania; lawyer; hoped for a compromise between the North and the South but developed a policy of inactivity because of earlier conflicts.
During his Presidency the Dred Scott decision was made in the Supreme Court which led directly to the Civil War. What was that decision?

Abraham Lincoln
Sixteenth President
1861-1865
Fast Facts: born in Kentucky to frontier folks; self-taught; store keeper in Illinois; captain in the Black Hawk War; lawyer; had four sons, only one of which lived to maturity; great debator which won him the chance to run for Presidency; Emancipation Proclamation; he is the most often quoted President; Civil War; assassinated at Ford's Theatre in Washington on Good Friday.
Lincoln was a self-taught man, yet quotes by him such as "...and that govern-

ment of the people, by the people, for the people, shall not perish from the earth" are often being used on monuments and in political speeches today in the United States and foreign countries. Why?

Andrew Johnson
Seventheenth President
1865-1869
Fast Facts: born in North Carolina, apprenticed to a tailor as a boy but ran away; opened his own tailor shop in Tennessee; Lincoln's Vice-President; led Reconstruction efforts; impeached for supposedly violating the Tenure of Office Act by firing his Secretary of War; acquitted on terms of impeachment by one vote; after leaving office, Tennessee returned him to U.S Senate but he died only a few months later.
What were some of the procedures President Johnson put into effect to reconstruct the South after its surrender?

Ulysses S. Grant
Eighteenth President
1869-1877
Fast Facts: born in Ohio; educated at the Military Academy at West Point; fought in Mexican War; was working in his father's leather store when Civil War began; appointed by Governor of Illinois to command an army of volunteers; very successful with volunteer army; his winning came to the attention of Lincoln who made him General-in-Chief of the Union Army; oversaw the South's Reconstruction with military force; bankrupt when he died of throat cancer.
As General-in-Chief of the Union Army, Grant wrote out the terms of surrender. He did not allow for treason trials. What could have happened if he had allowed treason trials?

Rutherford B. Hayes
Nineteenth President
1877-1881
Fast Facts: born in Ohio; lawyer; fought and wounded in Civil War; Mark Twain campaigned for him; his election decided by Electoral Commision; won election by one vote; announced in advance he would only serve one term; retired and died 12 years later.
Why do we have the Electoral College election right after the popular vote election for our Presidency?

James A. Garfield
Twentieth President
1881
Fast Facts: born in Ohio; last of log cabin Presidents; drove canal boat teams to earn

education money; classics professor; University President; Civil War soldier; shot by embittered lawyer who had tried for a job with Garfield's administration; lay in White House for many weeks dying from infection and internal hemorrhage.
How did Alexander Graham Bell get involved in the President's shooting?

Chester A. Arthur
Twenty-First President
1881-1885
Fast Facts: born in Vermont to a Baptist preacher father; Union College; taught school; lawyer; Vice-President; enacted first general Federal immigration law.
Whom did this immigration law exclude from coming to the United States? Why?

Grover Cleveland
Twenty-Second President
1885-1889
Twenty-Fourth President
1893-1897
Fast Facts: born in New Jersey; lawyer; only President married in the White House; first to have a child born in the White House; Interstate Commerce Act which regulated railroads.
When railroad workers in Chicago carried out a strike, Cleveland sent in Federal troops. Why would a President interfere with private businesses and their workers?

Benjamin Harrison
Twenty-Third President
1889-1893
Fast Facts: born in Ohio; lawyer; soldier; first Pan American Congress; tried to annex Hawaii; first time Congress appropriated a billion dollars for internal improvements, not war; Sherman Anti-Trust Act; was grandson of a President.
He probably was the only President to be in office when a surplus of money existed in the National Treasury. He had to get rid of it. Today, we could find many ways to reduce a surplus. How did he reduce the surplus?

William McKinley
Twenty-Fifth President
1897-1901
Fast Facts: born in Ohio, taught in a country school; soldier in Civil War; in Spanish American War gained United States' first overseas possessions (Philippines, Guam, and Puerto Rico); shot by an anarchist and died 8 days later.
We have owned Puerto Rico since 1898, but it has never become a state although

its citizens have all the rights of Americans. What should be done about this situation? What do the majority of Puerto Rican citizens want?

Theodore Roosevelt
Twenty-Sixth President
1901-1909
Fast Facts: born in New York City; when McKinley died became youngest President in the nation's history; his first wife and mother died on the same day; soldier in Spanish American War; began construction of the Panama Canal; established huge amounts of public use forests and lands; shot in the chest but recovered.
The stuffed "teddy bear" was named after Theodore Roosevelt. What in his character or history made that recognition appropriate?

William Howard Taft
Twenty-Seventh President
1909-1913
Fast Facts: born in Ohio; lawyer who became a Federal circuit judge; gave first cars to White House stables; weighed over 300 lbs.; Federal income tax amendment sent to the states; postal system established; Interstate Commerce Commision; only President to become Chief Justice of the United States.
What are the qualifications for Chief Justice of the United States Supreme Court? Who has to approve the nominee?

Woodrow Wilson
Twenty-Eighth President
1913-1921
Fast Facts: born in Virginia; lawyer; Professor of Political Science; University President; WWI (against Germany); graduated Federal income tax; Federal Reserve Act; kept sheep on White House lawn to raise money for Red Cross during the war; tried in vain for League of Nations (United Nations Org.).
Wilson thought that international leadership by a League of Nations would keep peace in the world. What is the job of the United Nations today?

Warren G. Harding
Twenty-Ninth President
1921-1923
Fast Facts: born in Ohio; publisher of a newspaper; first to carry 60% of the **popular** vote; his friends caused scandals from enriching their pockets; died in office of a heart attack.
President Harding once said, "My...friends...they're the ones that keep me walking the floors nights!" He had appointed some of his friends to high government offices. Now, those friends were lining their pockets with riches while in

office. How could he have stopped these events?

Calvin Coolidge
Thirtieth President
1923-1929
Fast Facts: born in Vermont; lawyer; a man of very few words; his father administered oath of office by kerosene lamp in Vermont; believed in frugality in government; very inactive President; Great Depression hit at the end of his term.
What is frugality?

Herbert Hoover
Thirty-First President
1929-1933
Fast Facts: born in Iowa; son of a Quaker blacksmith; mining engineer; humanitarian; worked in China; vigorously worked to stop the Great Depression but was thought of as callous and cruel; Truman and Eisenhower used his economic knowledge in their administration.
Hoover said that caring for hungry and homeless people during the Depression was a local and voluntary responsibility. Is that callous and cruel? Why or why not?

Franklin D. Roosevelt
Thirty-Second President
1933-1945
Fast Facts: born in New York; lawyer; crippled with polio; fifth cousin to Theodore Roosevelt; led the nation through the Great Depression and World War II; his program was called the "New Deal" which included Social Security, heavier taxes on the wealthy, new controls over banks and public utilities and relief programs; spent four terms in office; died of cerebral hemorrage near the close of the war.
Why could FDR stay President for 12 years?

Harry S. Truman
Thirty-Third President
1945-1953
Fast Facts: born in Missouri; Army Captain WWI; owned and ran a haberdashery; had very little knowledge of our war plans, but when FDR died suddenly Truman had to make crucial decisions; United Nations chartered; Fair Deal programs; Truman Doctrine; Marshall Plan; NATO; Korean Conflict.
What decisions did Truman make to end the war with Japan? Did he have any choices?

Dwight D. Eisenhower
Thrity-Fourth President
1953-1961
Fast Facts: born in Texas; graduated from West Point; career Army officer; Supreme Allied Commander in Europe; Commander of NATO; persuaded to run for President; slogan "I like Ike."; signed truce with Korea; Cold War with Russia; sent troops to Little Rock for desegregation compliance.
Ike said we needed to maintain an adequate military strength, and if we didn't, we would be in danger for our way of life. What does this statement mean? Is it true?

John F. Kennedy
Thirty-Fifth President
1961-1963
Fast Facts: born in Massachusetts; lawyer; ensign on PT Boat in WWII; won Pulitzer Prize in history; youngest man elected President; Peace Corps;
Cuban Missile Crisis; shot and killed 1000 days into his administration.
"Ask not what your country can do for you – ask what you can do for your country." This is often quoted from Kennedy's Inaugural Address. What do you think it means to you as a citizen of the United States?

Lyndon B. Johnson
Thirty-Sixth President
1963-1969
Fast Facts: born in Texas; teacher; youngest Minority Leader in Senate history; also Majority Leader; Vice-President under Kennedy; when he became President, obtained passage of the most extensive legislative programs in the nation's history – civil rights bill, Medicare, urban renewel beautification, and removal of obstacles to the right to vote; champion of the space race; fighting in Vietnam increased.
Johnson told the astronauts that orbited the moon, "You've taken…all of us, all over the world, into a new era…" What is contained in this "new era?"

Richard M. Nixon
Thirty-Seventh President
1969-1974
Fast Facts: born in California; lawyer; in the Navy during WWII; Vice-President under Eisenhower; ended Americans fighting in Vietnam; improved relations with Russia and China; ended the draft; American astronauts landed on the moon; Watergate scandal led to his resignation instead of being impeached; appointed his successor as a result of his resignation.
What was the military draft?

Gerald R. Ford
Thirty-Eighth President
1974-1977
Fast Facts: born in Nebraska; lawyer; male model; football coach; served in Navy in WWII; first Vice-President chosen to become President under the terms of the 25th Amendment; pardoned Nixon; appointed his Vice-President.
What does the 25th Amendment to the Constitution allow a President to do?

Jimmy Carter
Thirty-Ninth President
1977-1981
Fast Facts: born in Georgia, real name is James Earl Carter, Jr.; Naval officer designing submarines; conservationist; created Department of Education; Camp David agreement between Egypt and Israel; SALT II nuclear limitation treaty with Russia.
President Carter was not re-elected due to several national issues. What were three of them?

Ronald Reagan
Fortieth President
1981-1989
Fast Facts: born in Illinois; radio sports announcer; Hollywood movie actor; President of Screen Actors Guild; Governor of California; 69 days after taking office was shot by a lunatic, but he recovered; very popular due to his curbing of inflation and overhauling of income tax.
His motto was "peace through strength." How does one increase our strength?

George H. W. Bush
Forty-First President
1989-1993
Fast Facts: born in Massachusetts; youngest pilot in the Navy in WWII; shot down several times in the Pacific; after war graduated from Yale; oil business in West Texas; Vice-President under Reagan; end of Cold War; Berlin Wall fell; Soviet Union fell; overthrew government of Panama; Desert Storm.
Bush called for American citizens to develop "a thousand points of light" to recognize charitable efforts/contributions of individuals and organizations. Why?

William J. Clinton
Forty-Second President
1993-2001
Fast Facts: born in Arkansas; lawyer; signed the Brady Bill; Family and Medical

Leave Act; revitalized the economy; impeached on influence peddling by the House of Representatives but not supported by the Senate; military involvement in many NATO actions.
What is the name he was given at birth and why was it changed?

George W. Bush
Forty-Third President
2001-
Fast Facts: born in Texas; son of former President George H. W. Bush; oil business; created office to support faith-based and community groups; believes that government should be involved but not overbearing; terrorist attacks in U. S.; sent out forces to fight terrorism.

★The History of Thanksgiving Day★

Purpose
The purpose of this lesson is for students to learn the origins of the Thanksgiving Day holiday including the contributions of various racial, ethnic, and religious groups and why it has been celebrated annually for nearly 400 years.

Objective
The student will recognize and understand the origin and the meaning of Thanksgiving Day.

Theme-Unity
Thanksgiving began as a celebration among all of the people in the new nation as a blessing of a full harvest.

Core Knowledge
Grade 3 - Amer Hist & Geog. Sec III: The Thirteen Colonies. C. New England Colonies. The Pilgrims and their voyage from England. The first Thanksgiving and how the colonies began to form a united people.

Time
45 minutes

Materials
- ★ Thanksgiving crossword puzzle
- ★ "History of Thanksgiving Day" handout
- ★ Dictionaries

Preparation
- ★ Copy material for each student or group of students.

Focus
Students are to gain an understanding of the reasons the early colonists began the celebration of Thanksgiving. Students will use the reading individually or in groups depending on grade level to assist in the completion of the crossword puzzle.

Activity
1. Have students read "The History of Thanksgiving Day" either individually or in groups. Discuss/answer questions in groups or whole class about the reading. Students complete the KWL chart or another reading strategy before and/or after the reading. Complete reading comprehension/discussion sheet.
2. Students complete the crossword puzzle individually or in groups.
3. Have students work in groups to plan/organize their own Thanksgiving celebration and to identify the foods they would eat.
4. Students write a historical role-playing journal entry in which they pretend they are a Pilgrim, Indian, or colonist and what they might have been thankful for in the 1600's or 1700's. Students may also write a journal entry in which they tell about what they themselves are thankful for today. Optional: Students may share their writing with the class or publish/post it.

Closure

Review with students the history of Thanksgiving Day and the ways we borrow from its traditions in our contemporary celebration of the holiday.

Assessment

Students will write a paragraph or journal entry explaining why we celebrate Thanksgiving and stating whether they think it is a meaningful holiday for the new century.

K-W-L Chart

What I Know	What I Want to Know	What I Learned

The History of Thanksgiving Day

The Pilgrims of Plymouth Colony landed in Massachusetts on the *Mayflower* in the fall of 1620. They did not have time to build proper shelter or to plant and **harvest** crops before the brutal winter arrived. During that first winter, nearly half of the Pilgrims died from disease or starvation. The following year, with the help of local Indians, the Pilgrims had a good harvest. They thanked God for the harvest with three days of prayer and feasting in the fall of 1621.

Later, after the colonists had won their independence from Great Britain, the new Congress of the United States asked President George Washington to "recommend to the people of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness." On Thursday, November 26, 1789, President Washington issued the first Thanksgiving **proclamation**:

> *Whereas it is duty of all Nations to* **acknowledge** *the* **providence** *of Almighty God, to obey his will, to be grateful for his benefits, and humbly to* **implore** *his protection and favor, I do recommend and assign Thursday the 26th day of November next to be devoted by the People of these States to the Service of that great and glorious Being who is the* **beneficent** *Author of all the good that was, that is, or that will be.*

President Washington proclaimed another Thanksgiving Day in 1795. Later the governors of the states proclaimed Thanksgiving Days.

In 1863, during the Civil War, President Abraham Lincoln made Thanksgiving a national annual holiday to be celebrated the last Thursday in November. His proclamation said, "I invite my fellow citizens of the United States to observe the last Thursday of November as a day of Thanksgiving and praise to our beneficent Father who dwelleth in heaven." Since 1863, except for two years (1939 and 1940) when President Franklin D. Roosevelt moved the holiday to the third Thursday of November, Thanksgiving has been celebrated every year on the fourth Thursday in November.

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The History of Thanksgiving Day

1. *Define:*

   ★ *harvest*

   ★ *proclamation*

   ★ *acknowledge*

   ★ *providence*

   ★ *implore*

   ★ *beneficent*

2. *Describe the problems facing the Pilgrims in the fall of 1620.*

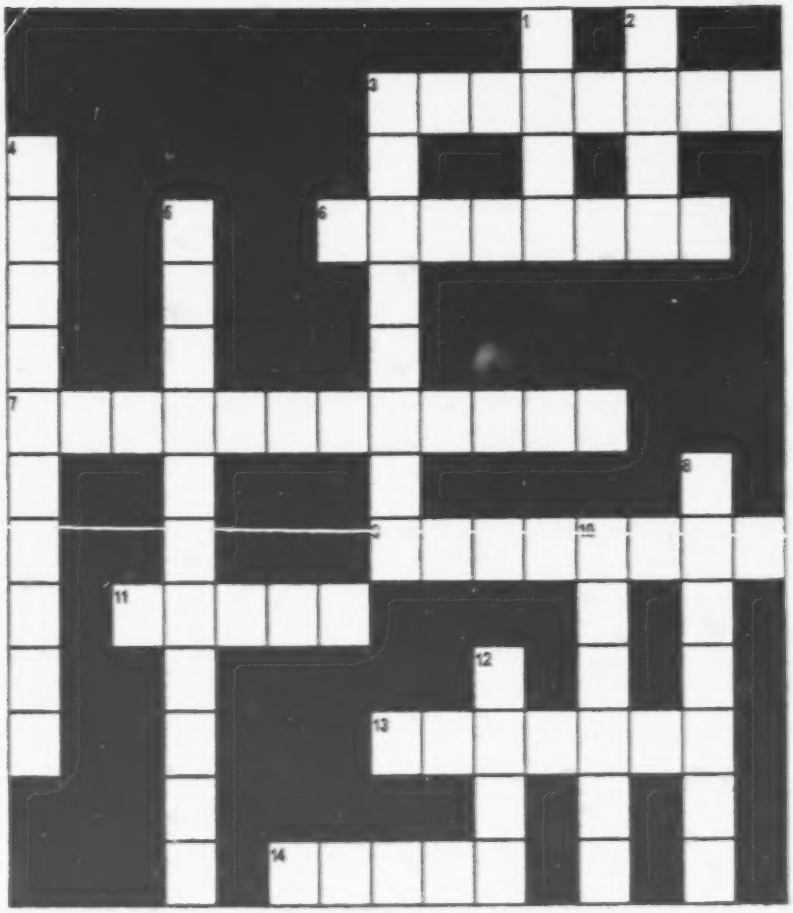
3. *Why did the Pilgrims have three days of prayer and feasting in the fall of 1621?*

4. *Why do you think the colonists would want to have a day of thanksgiving after the war with Great Britain?*

5. *What war was the United States fighting when Abraham Lincoln made Thanksgiving a national holiday in 1863?*

6. *What day and month was finally chosen to celebrate Thanksgiving Day?*

Thanksgiving



Across	Down
3. spuds	1. candied vegetables
6. grace	2. maize
7. gratitude	3. English settlers
9. turkey dressing	4. carrots, beans, etc
11. sauce	5. small red berries
13. land of the free	8. Native Americans
14. type of bread	10. close knit group
	12. small, green vegetable

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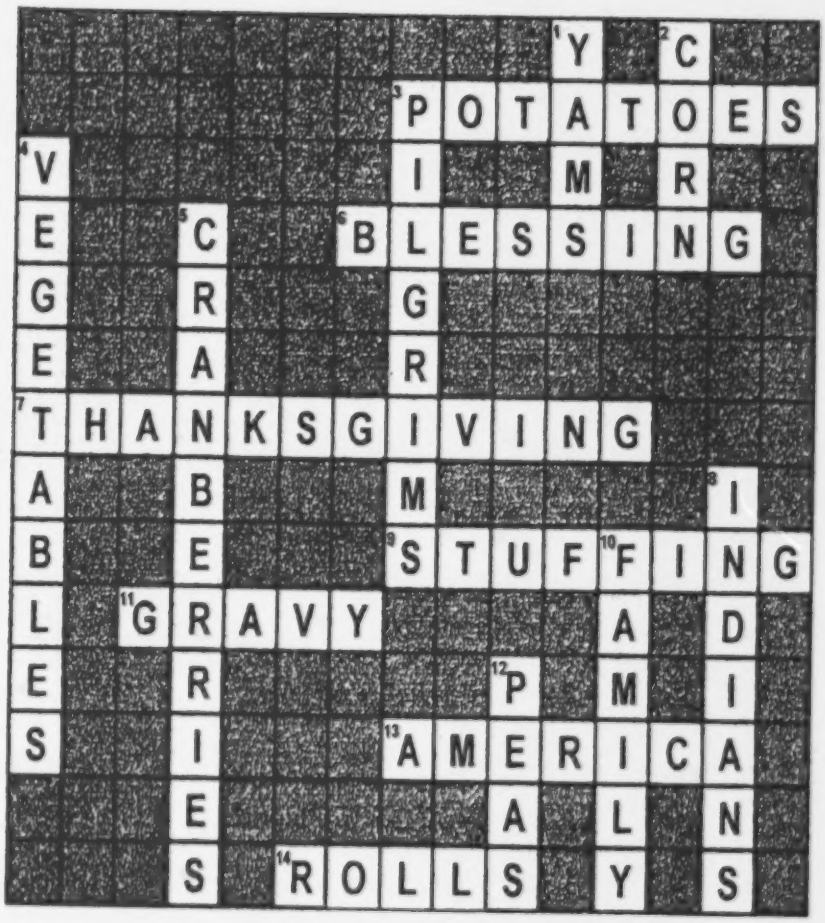
Thanksgiving



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★The United States Flag★

Purpose
The purpose of this lesson is for students to learn how much citizens of the United States value the flag. Laws make actions and objects valuable. When a person properly displays and handles the flag he or she demonstrates his or her pride of citizenship.

Objective
The student will identify the United States flag and recognize the proper care of the flag.

Theme-Freedom & Unity
The flag is a national symbol that represents freedom gained by the early colonists and continued by each of the states as they joined the union of states. The unity of the separate states as one nation is a vital American concept symbolized by the flag.

Core Knowledge
Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. American Revolution. Legend of Betsy Ross and the flag.
Grade 2 - Amer Hist & Geog. Sec II: The War of 1812. Sec VIII: Symbols & Figures, the United States Flag.

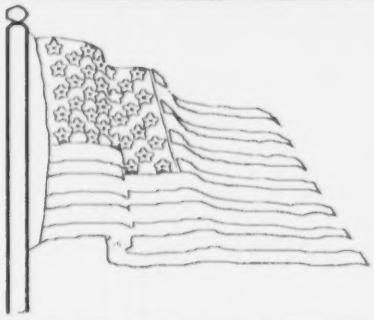
Time
45 minutes

Materials
- ★ U. S. flag activity handout
- ★ Federal Flag Code
- ★ KWL Chart
- ★ Dictionary

Preparation
- ★ Copy relevant materials for each student or group of students.

Focus
Students are to gain an understanding of the elements that make up the flag and what these elements represent. Students will gain an understanding of how to care for the flag and the proper manner in which to display it.

Activity
1. Have students begin the KWL Chart as a pre-test.
2. Have students (or teacher via read-aloud) read the flag handout and complete the group activity by defining the words.
3. Have students read and discuss with their parents the rules of the Federal Flag Code. Ask questions and discuss in class some of the main points of the Flag Code. Use the KWL chart as a closure activity.



The United States Flag

The flag of the United States is a **symbol** of our country. To **salute** the **flag** and to say the **Pledge** of **Allegiance** are ways of showing **patriotism**. The colors, number of stars, and number of stripes in the flag are all **significant** because they tell about the history of the United States and what Americans **value**.

The first flag had thirteen red and white stripes with thirteen white stars on a field of blue to **represent** the original thirteen **states**. When two new states were added in 1792, the flag was changed to fifteen stripes and fifteen stars. Since 1818, the flag has had thirteen stripes which represent the original thirteen states, and only stars have been added for new states. The colors used in the national flag are significant. White stands for **purity**, blue for **perseverance**, and red for **valor**.

The United States flag was given the nickname "Old Glory" by William Driver. Driver lived in Tennessee during the Civil War. When Union forces captured the **capitol** in Nashville, Driver said, "Thank God, I have lived to raise Old Glory over the capitol of Tennessee."

Group Activity

Step 1: Each person in the group will read part of the story above to other members of the group.

Step 2: Each person will use a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one member of the group.

Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.

Step 4: Discuss as a group why you think purity, valor, and perseverance are qualities that might represent the American people. Also discuss why it is important for citizens to show respect for the flag. Report to the class the meaning of the number of stars, stripes, and colors of the flag and how they are symbols of our nation.

Federal Flag Code

Source: Veterans of Foreign Wars Americanism Department

The following document is known as the Federal Flag Code. It prescribes proper display of and respect for the United States Flag. This code does not impose penalties for misuse of the United States Flag. Enforcment of the code is left to the states and to the District of Columbia. Each state has its own flag law. The Federal Flag Code is the guide for all handling and display of the Stars and Stripes. Here is the code in its entirety:

PUBLIC LAW 94-344
94th CONGRESS, S. J. Res. 49
July 7, 1976

JOINT RESOLUTION

To amend the joint resolution entitled "Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America."

***Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,* That the joint resolution entitled "Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America," as amended (36 U.S.C. 171-178), is amended —**

SEC 1 That the following codification of existing rules and customs pertaining to the display and use of the flag of the United States of America be, and is hereby, established for the use of such civilians or civilian groups or organizations as may not be required to conform with regulations promulgated by one or more executive departments of the Government of the United States. The flag of the United States for the purpose of this chapter shall be defined according to title 4, United States Code, Chapter 1, section 1 and section 2 and Executive Order 10834 issued pursuant thereto.

SEC 2 (a) It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

(b) The flag should be hoisted briskly and lowered ceremoniously.

(c) The flag should not be displayed on days when the weather is inclement, except when an all-weather flag is displayed.

(d) The flag should be displayed on all days, especially on:

New Year's Day	January 1
Inauguration Day	January 20
Lincoln's Birthday	February 12
Washington's Birthday	Third Monday in February
Easter Sunday	Variable
Mother's Day	Second Sunday in May
Armed Forces Day	Third Saturday in May
Memorial Day (half-staff until noon)	Last Monday in May
Flag Day	June 14
Independence Day	July 4
Labor Day	First Monday in September
Constitution Day	September 17
Columbus Day	Second Monday in October
Navy Day	October 27
Veterans Day	November 11
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25

and such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

(e) The flag should be displayed daily on or near the main administration building of every public institution.

(f) The flag should be displayed in or near every polling place on election days.

(g) The flag should be displayed during school days in or near every schoolhouse.

SEC 3 That the flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

(a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i).

(b) The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat. When the flag is displayed on a motor car, the staff should be fixed firmly to the chassis or clamped to the right fender.

(c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy. (See Public Law 107, page 4.)

(d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

(e) The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

(f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States Flag's right.

(g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in times of peace.

(h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

(i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.

(j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

(k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of

superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or the right of the audience.

(l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.

(m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be flown at half-staff:

- thirty days from the death of the President or a former President
- ten days from the day of death of the Vice-President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives
- from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice-President, or the Governor of a State, territory, or possession
- on the day of death and the following day for a Member of Congress.

As used in this subsection:

1. the term 'half-staff' means the position of the flag when it is one-half the distance between the top and bottom of the staff;
2. the term 'executive or military department' means any agency listed under sections 101 and 102 of title 5, United States Code; and
3. the term 'Member of Congress' means a Senator, a Representative, a Delegate, or the Resident Commissioner from Puerto Rico.

(n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

(o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east and west or the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.

SEC 4 That no disrespect should be shown to the flag of the United States of America, the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institution flags are to be dipped as a mark of honor.

(a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

(b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

(c) The flag should never be carried flat or horizontally, but always aloft and free.

(d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white,and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker's desk, draping the front of the platform, and for decoration in general.

(e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

(f) The flag should never be used as a covering for a ceiling.

(g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

(h) The flag should never be used as a receptacle for receiving, holding, carrying or delivering anything.

(i) The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

(j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore the lapel flag pin being a replica, should be worn on the left lapel near the heart.

(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

SEC 5 During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

SEC 6 During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

SEC 7 The Pledge of Allegiance to the Flag:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all,"

should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag and render the military salute.

SEC 8 Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander-in-Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable, and any such alteration or additional rule shall be set forth in a proclamation.

K-W-L Chart

What I Know	What I Want to Know	What I Learned

★ The Star-Spangled Banner ★

Purpose
The purpose of this lesson is for students to memorize at least the first verse of "The Star-Spangled Banner." Students will be able to explain the meaning of the verse.

Objective
The student will be able to explain the meaning of the first verse of the song, "The Star-Spangled Banner."

Theme-Unity
"The Star-Spangled Banner" is a song that serves to unify the nation by providing a common anthem that is used at public and private gatherings of citizens.

Core Knowledge
Grade 2 - Amer Hist & Geog. Sec II: The War of 1812. Fort McHenry, Francis Scott Key, the Star-Spangled Banner. Sec VIII: Symbols & Figures, U. S. Flag.

Time
45 minutes

Materials
- ★ KWL Chart
- ★ "The Star-Spangled Banner" handout
- ★ Dictionary

Preparation
- ★ Copy materials for each student or group of students.

Focus
Students are to gain an understanding of the elements that make up the verses of "The Star-Spangled Banner." Students will gain an understanding of how the song can contribute to unity for citizens of the nation.

Activity
1. Have students comlete the KWL chart as a pre-test.
2. Have students listen to a recording of the first verse of the song as they read the verse.
3. Students discuss the verse line by line and develop an understanding of the meaning. Use the KWL chart as a closure activity.

Closure
Explain to students that while "The Star-Spangled Banner" is a song about our flag, as our national anthem it is also a song that reminds us about our country. Discuss occasions and events that students might hear, or sing the national anthem.

K-W-L Chart

What I Know	What I Want to Know	What I Learned

The Star-Spangled Banner

In the early 1800s, Great Britain and France were involved in a war in Europe. During the war, both countries violated the neutrality of countries like the United States by seizing trading ships. In addition to seizing American ships, the British impressed, or kidnapped, the American sailors on these ships and forced them to serve in the British navy. When the British refused to stop this practice, the United States declared war on Great Britain on June 18, 1812. The war that followed is called the War of 1812.

British troops invaded the United States during the War of 1812. The Americans now fought to preserve the independence that they had won just 30 years before. The British actually captured and burned Washington, D.C., including the Capitol Building and the White House. Next, the British marched toward Baltimore, Maryland. The American troops at Fort McHenry bravely defended Baltimore and stopped the British advance.

During the battle at Baltimore, a Maryland lawyer and poet named Francis Scott Key was aboard a British ship to arrange for the release of an American held prisoner by the British. The British bombarded Fort McHenry throughout the night of September 13, 1814. The next morning, when Key observed from the ship that the American flag was still flying above the fort, he was inspired to write the words of his poem, "The Star-Spangled Banner."

"The Star-Spangled Banner" was adopted informally as an anthem by the Union Army during the Civil War and was adopted officially by the U.S. Army in World War I. It became the United States' national anthem on March 3, 1931.

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

Complete the following on a separate sheet of paper.

1. Define: neutrality, seize, invade, bombard, anthem, dawn, twilight, perilous, rampart, gallant.
2. Why did the United States declare war on Great Britain in 1812?
3. What did the British do to Washington, D.C.?
4. Why was the battle at Baltimore important for the Americans?
5. What inspired Francis Scott Key to write "The Star-Spangled Banner"?
6. When did "The Star-Spangled Banner" become our national anthem?

The Star-Spangled Banner

Words by
Francis Scott Key

Music by
John Stafford Smith

Oh, say, can you see,
by the dawn's early light,
What so proudly we hail'd
at the twilight's last gleaming?
Whose broad stripes and bright
stars, thro' the perilous fight,
O'er the ramparts we watch'd
were so gallantly streaming?
And the rockets' red glare,
the bombs bursting in air,
Gave proof thro' the night that
our flag was still there.
Oh, say, does that Star-
Spangled Banner yet wave
O'er the land of the free and
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The Star-Spangled Banner

Words by
Francis Scott Key

Music by
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What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

2. On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'This the Star-Spangled Banner, O long may it wave
O'er the land of the free and the home of the brave!

3. And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out of their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight and the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

4. Oh, thus be it ever when freemen shall stand
Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

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Oh, say, can
you see, by
the dawn's
early light,
What so
proudly we
hail'd at
the twilight's

last gleaming?
Whose broad
stripes and
bright stars,
thro' the
perilous fight,
O'er the
ramparts we

watch'd were
so gallantly
streaming?
And the
rockets' red
glare, the
bombs
bursting in

121

air,	Gave
proof	thro'
the	night
that	our
flag	was
still	there.
Oh,	say,
does	that

123

Star-Spangled
Banner yet
wave O'er
the land of
the free and
the home of
the brave?

★The National Motto★

Purpose

The purpose of this lesson is to introduce students to the motto, "In God We Trust." The motto is found on money and is therefore a constant reminder to the citizens of the United States that progress is a result of freedom for every American as expressed in the Declaration of Independence.

Objective

The student will be able to explain some of the reasons why people selected "In God We Trust" as the motto for our nation.

Theme-Progress

The use of the words "In God We Trust" as a motto affirms by the Founders and subsequent leaders the fundamental role of God the Creator in the founding and growth of the United States of America.

Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. The meaning of the National Motto, "E Pluribus Unum." The idea of citizenship. What are the responsibilities of citizens? Sec VIII: Symbols & Figures. The motto on coins.

Time

45 minutes

Materials

- ★ Motto timeline
- ★ Encyclopedias
- ★ Several sets of American coinage & paper money,
- ★ Craft paper strips, pencils, colored markers, tracing or copy paper

Preparation

- ★ Copy materials & make a transparency of timeline information.
- ★ Arrange groups, each with a presenter, a materials handler, & an artist.
- ★ Make money collections for each group.

Focus

Students are to gain an understanding of the national motto. Show students the silhouette of the Lincoln penny on the timeline sheet. Discuss the elements of the coin and how the motto has been expressed over time.

Activity

1. Have students complete the discussion of the timeline & set up cooperative groups.
2. Have students make rubbings of coins and identify the motto.
3. Students present their timelines, rubbings, and the motto used on U. S. money.
4. Debrief in groups or whole class about the motto, and ask students to discuss why they think the motto has been expressed in such different ways.

The National Motto

In God We Trust

The United States National Motto, "In God We Trust," expresses the ideas from the 1776 Declaration of Independence that nature's God is the Creator who gives humans equal rights to life, liberty, and the pursuit of happiness and is the Supreme Judge of the world.

1814 "The Star-Spangled Banner," the national anthem of the United States written by Francis Scott Key, states in the final stanza:

"And this be our motto, In God is our Trust."

1863 In the Gettysburg address, President Lincoln said, "This nation, under God, shall have a new birth of freedom."

1864 President Lincoln declared that the words "In God We Trust" be printed on all coins of the United States. This motto has been printed on all United States coins since 1864.

1954 Congress added the words "under God" to the Pledge of Allegiance to the flag of the United States.

1955 Congress ordered that "In God We Trust" also be printed on all the paper currency of the United States.

1956 Congress designated "In God We Trust" as the national motto. Congress proclaimed a National Day of Prayer which has been celebrated annually on the first Thursday in May since the early 1950s.

1970 Legal attacks and efforts to remove "In God We Trust" from money of the United States were rejected by the courts.

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★ Liberty Enlightening the World★

Purpose

The purpose of this lesson is to introduce students to the Statue of Liberty, *Liberty enlightening the World.* Activities include a lesson on perspective using various views of the statue. A puzzle of an excerpt from the poem inscribed on the statue is also included. The student will gain an understanding of the meaning of the poem on the base of the statue and how this poem represents the nation's acceptance of people from other countries coming here to become citizens.

Objective

The student will identify and explain the significance of the Statue of Liberty as a patriotic symbol of the United States.

Theme-Freedom

The Statue of Liberty is a national symbol representing freedom for all citizens as established in the Declaration of Independence and guaranteed by the Constitution.

Core Knowledge

Grade 2 - Amer Hist & Geog. Sec II: Immigration & Citizenship. The meaning of a "land of opportunity." Wo were the newcomers to this land? Why did they come to America? Where did immigrant populations settle? Sec VIII: Symbols & Figures. Significance of the Statue of Liberty.
Grade 6 - Amer Hist & Geog. Sec I: Immigration, Industrialization, & Urbanization. Influx of new immigrants from 1830 onward. Ellis Island and the poem, "The New Colossus". How does the poem at the base of the statue address the issues of immigration?

Time

60 minutes

Materials

- ★ Front and back statue puppet cutouts
- ★ Wooden craft sticks (optional for puppet)
- ★ Views of the Statue of Liberty
- ★ Camera cutouts
- ★ Poem handout
- ★ Poem word puzzle

Preparation

- ★ Copy fronts and backs of statue puppet cutouts.
- ★ Copy and/or make transparencies of statue views.
- ★ Copy and cut cameras.
- ★ Copy and/or make transparencies of poem handout.
- ★ Copy and cut poem word puzzle.

Focus

Students are to gain an understanding of the elements of freedom that are represented in the Statue of Liberty. Students will gain an understanding that the Statue was a gift from the French people to the people of the United States. Questions to consider before and after reading the article: Who created the statue? Why was the statue given to the United States? What does it represent or stand for?

Show students a picture or transparency of the Statue of Liberty and ask them to describe what they see. Tell students that this is the Statue of Liberty. The official name of the statue is *Liberty Enlightening the World*. Discuss what it looks like and what it is wearing and holding.

Have students stand like the statue. You may even allow them to wrap a cloth around themselves and hold a book in one arm and something that looks like a torch in the other.

Tell students that the statue is located in New York. Use a map to show them where New York Harbor is in relationship to where they live. Tell students that the statue was a gift to the United States from France. Use the map to show them France. Explain that the statue had to be built, taken apart, sent across the Atlantic Ocean, and then re-assembled in the United States. It was finished and dedicated in 1886.

Explain how the Statue of Liberty is a symbol of freedom and opportunity. Tell students that the Statue of Liberty is the first thing millions of immigrants see as they enter America at Ellis Island.

Activity

1. **Making a Statue of Liberty puppet**
   Students may color and cut out the front and back view of the Statue of Liberty. Front and back can be attached to a wooden stick to create a Statue of Liberty puppet.

2. **Exploring perspectives of the Statue of Liberty**
   Place a Statue of Liberty puppet in front of students. Present the views of the statue either on cards or on the overhead one at a time. While students look at the view, ask them to determine where a camera would be if they were taking pictures at various angles/distances. One student may hold the statue puppet while another student uses a camera cutout to show the perspective of the view.

3. **Studying the famous poem engraved on the Statue of Liberty**
   Tell students that a poem, "The New Colossus," by Emma Lazarus is inscribed on the base of the statue. Give students the text of the poem. Read the poem aloud to the students and briefly discuss its meaning. (It is not necessary that primary students understand all of the words. This lesson is only an introduction.) Give students the poem word puzzles and have them use the text to arrange the words in the proper order. Read the poem again. Have students scramble the words, put them back in order, and then read the poem again. Remove a few words from the puzzle and see if students can supply the missing words.

Closure

Remind students that the Statue of Liberty has been an important symbol of freedom and opportunity for over one hundred years.

Liberty Enlightening the World

Let's Also Restore Lady Liberty's Real Meaning

By Richard J. Maybury
Wall Street Journal (Feb 1985)

For the past year I have played the devil's advocate and asked people: **What's so important about the Statue of Liberty?** Why should anyone care about that corroded old pile of copper and scrap iron?

Last week's news that the Statue of Liberty-Ellis Island Foundation had privately raised $143 million of the $230 million needed to restore the two sites once again proved the American people will support a worthy cause.

But those raising the money to restore the statue are curiously unable to properly answer my irreverent questions. Their replies usually come in one of two forms, both of which are wrong.

At a recent Allied Van Lines fund-raising exhibit one of the attendants gave the most common reply. The statue, she said, is a memorial to all the millions of immigrants who came to our shores.

It is easy to see why many people would think this is true. Most of the foundation's literature puts heavy emphasis on the immigrants while almost completely ignoring the real meaning.

The other reply, less common but equally false, is that the statue is a symbol of America, like the flag. One of the brochures says of the statue, "Ultimately, she stands for America itself." Another calls the statue a "national symbol."

The connection between the statue and the immigrants is tenuous and misleading. The statue was delivered to the U. S. in 1884, before more than 80% of the immigrants arrived, and eight years before the Ellis Island immigration center was opened. In fact, the statue did not become associated with the immigrants until this century. Emma Lazarus's poem ("Give me your tired, your poor . . .") was attached as an afterthought in 1903.

As for the statue—a gift from the French people—being a symbol of America, French envoy Jules Jusserand tried to lay this fallacy to rest in 1916. He said, **"The statue was raised not to a man, famous and useful he may have been, not to a nation, great as she may be. It was raised to an idea, an idea greater than any man or any nation, greater than France or the United States, the idea of liberty!"**

A key point here is that "Statue of Liberty" is not its real name. Its real name is *Liberty Enlightening the World*.

The statue could have been erected anywhere on earth. The seven points in the crown symbolize the seven continents and the seven seas. Its creator, Frederic Auguste Bartholdi, first planned to erect it at Suez, Egypt.

The most important word in the name is **Enlightening**. The statue carries an upraised torch to symbolize the conviction that **when the principles of liberty are understood and protected, the result is a prosperous civilization**. Liberty is the source of prosperity.

So, what are these principles of which *Liberty Enlightening the World* is supposed to remind us? After all, shouldn't someone associated with the restoration project be explaining them?

I've been reading the restoration literature for a year now, and I have yet to find any explanation of *what* the **principles of liberty** represented by the statue are.

They are the **inalienable natural rights of the individual**. One of America's founders, Samuel Adams, enumerated them just prior to the American Revolution. "The natural rights of the colonists are these," he wrote, "first, **a right to life** ; second, to **liberty**; third, to **property**; together with the right to support and defend them in the best manner they can."

These are the principles our forefathers were fighting and dying for in the American Revolution, and they are the principles that began to spread around the world after the Revolution. One of the first places they began to take hold was France.

During the 1800s, many French scholars came to realize that as the principles of liberty became better understood and protected, prosperity became more widespread. Liberty enlightens the world. In an 1865 speech, Edouard de Laboulaye, a careful student of American history and constitutional law, called for the creation of a giant monument to liberty. The French artist Barthholdi was sitting at Laboulaye's table listening to the speech. He was so moved he decided to create this 150-foot iron and copper statue to symbolize the principles and benefits of liberty. At the statue's feet lie her chains of bondage, broken and cast aside.

In 1886 the statue was formally dedicated. The gift was the French people's way of saying, thank you for helping to teach us the principles of liberty.

By helping to restore the Statue of Liberty, the Ellis Island Foundation is undertaking the most worthwhile of construction projects. But it could accomplish far more than that if it also helped to restore and explain the principles the statue was intended to represent.

Mr. Maybury, a free-lance writer, lives in Roseville, CA.

The Theme is Freedom

(excerpts)

By M. Stanton Evans
Regenery Publishing Company, Washington, D. C., 1994

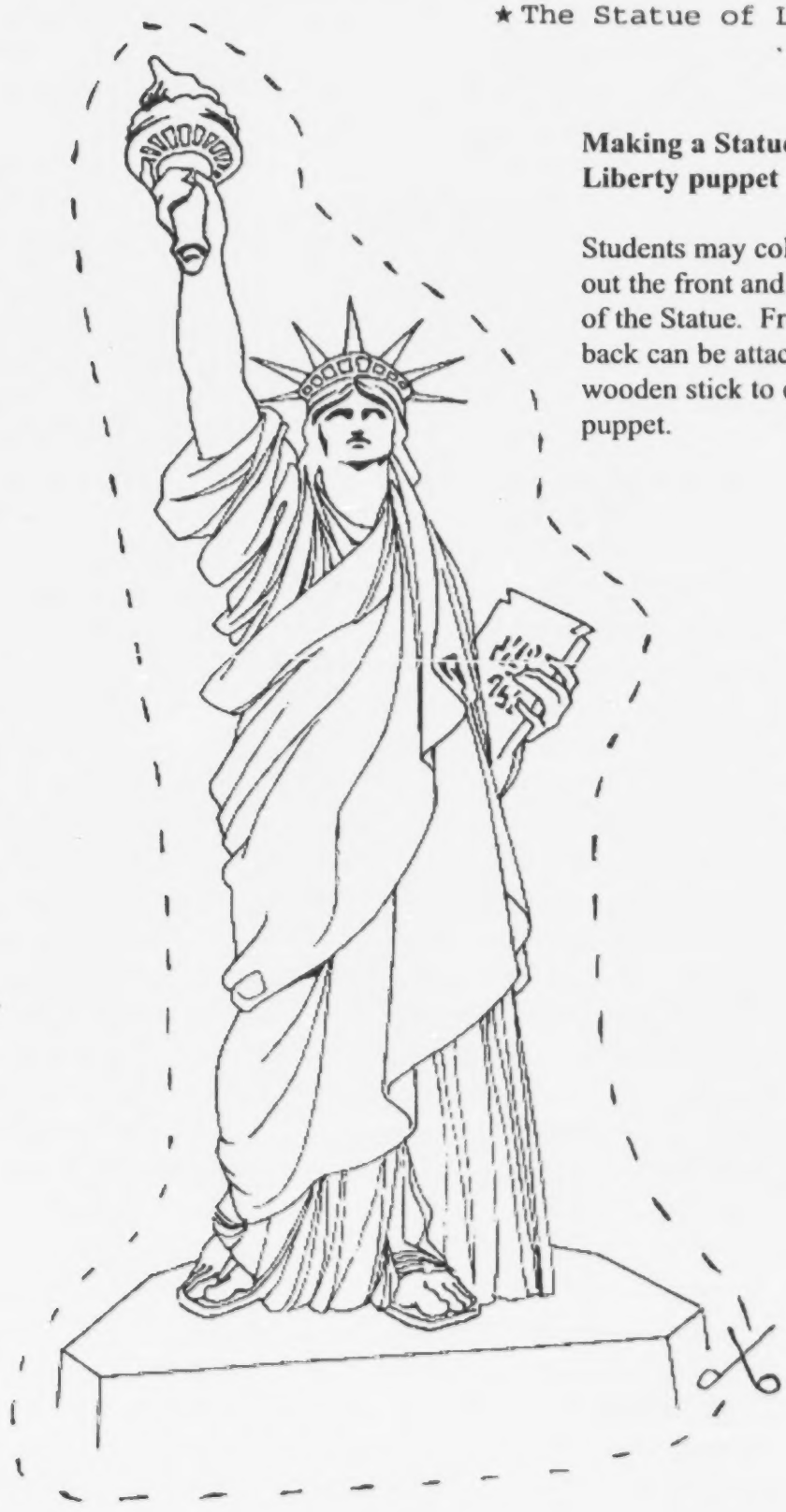
If we want to find the sources of our freedom, we first need to know what freedom is, as Americans have historically defined it. Our definition of freedom in these pages means *the absence of coercion* to the extent that this is feasible in organized society. It means the ability of human beings to act in voluntary fashion, rather than being pushed around and forced to do things. Someone who does something of his own volition is free; someone forced to act at gunpoint isn't. This seems an obvious enough distinction, and, in an age disgraced by the totalitarian horror, a useful one to keep in focus.

It (freedom) means, for instance, the ability to decide things on a voluntary basis, but says nothing at all about *what* will be decided. This gives freedom a status of its own, a helpful feature if we want to compare or contrast it with other values. Even so, it comes attached with a proviso: Liberty to act on one's own behalf must be fenced off by the equal liberty of others, so that freedom for one individual doesn't becomes oppression for a second. Freedom in this sense must be mutual, so as not to contradict the basic premise.

Most important for our discussion, freedom thus defined also entails a certain kind of governing system. If a regime of liberty is to exist, some agency must forestall the use of force or fraud by which one person invades another's rights, render justice in doubtful cases, and provide a zone of order in which people may go about their affairs in safety. This agency is the government. Its basic job is to maintain the equal liberty of the people, by preventing various species of aggression. Likewise, for identical and fairly obvious reasons, government also must be precluded from violating freedom. Taken together, these concepts add up to the notion of the order-keeping state, which protects its citizens from hostile forces, but is itself restrained in the exertion of its powers.

Establishing such a regime of freedom is no easy matter, as it requires a proper balance between the requirements of liberty and those of order. Government needs sufficient power to do its job, but not too much--which would endanger freedom. The dilemma was summed up by Burke: "To make a government requires no great prudence. Settle the seat of power, teach obedience, and the work is done. To give freedom is still more easy. It is not necessary to guide; it only requires to let go of the rein. But to form a *free government*, to temper together these opposite elements of liberty and restraint in one consistent work, requires much thought, deep reflection, a sagacious, powerful, and combining mind."

Similar thoughts about the topic were expressed by the Founders of our republic. Indeed, Americans will have no trouble recognizing the view of government we have been describing, since in general outline it is our own: an emphasis on voluntary action, safeguards for individual rights, limits on the reach of power. The core ideas of American statecraft have been, precisely, that government exists to provide an arena of ordered liberty, but that government in turn must be prevented from violating freedom.



Making a Statue of Liberty puppet

Students may color and cut out the front and back view of the Statue. Front and back can be attached to a wooden stick to create a puppet.

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★ The Statue of Liberty ★

135

from The New Colossus

by Emma Lazarus

★ ★ ★ ★ ★ ★

"Give me your tired,
your poor,
Your huddled masses
yearning to breathe
free,
The wretched refuse of
your teeming shore.
Send these, the
homeless, tempest-tost
to me,
I lift my lamp beside
the golden door!"

★ ★ ★ ★ ★ ★

The Statue of Liberty

The Statue of Liberty is a statue of a lady that stands 151 feet tall. She wears a crown and holds a **torch** in one raised hand and a **tablet** in the other. The statue is located in New York Harbor. It was designed by Frederic Auguste Bartholdi and was a gift from France to the United States. The statue was built in Paris, France, shipped across the Atlantic Ocean, and presented in New York on October 26, 1886.

The official name of the statue is *Liberty Enlightening the World.* The original idea to create a **monument** to freedom came from a man named Edouard de Laboulaye, a French lawyer who **admired** Abraham Lincoln. At a dinner party, Laboulaye suggested building a statue to the cause of **liberty**.

The Statue of Liberty is one of the best known **symbols** of **freedom** in America. For thousands of immigrants coming to America through New York Harbor to seek a better life, the statue has been a symbol of new opportunity. In 1908, a poem, "The New **Colossus**" by Emma Lazarus, was inscribed in the base of the statue. Part of the **inscription** reads:

Give me your tired, your poor,
Your huddled masses **yearning** *to breathe free,*
The **wretched** *refuse of your* **teeming** *shore,*
I lift my lamp beside the golden door.

Group Activity

Step 1: Each person in the group will read part of the story above to other members of the group.

Step 2: Each person will use a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one member of the group.

Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.

Step 4: Discuss in your group why it is important for America to have a symbol of freedom like the Statue of Liberty. Report to the class about the history of the statue and explain why it is an important American symbol.

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"Give me your
tired, your
poor, Your
huddled masses
yearning to
breathe free,
The wretched
refuse of your

teeming shore.
Send these,
the homeless,
tempest-tost
to me, I lift
my lamp beside
the golden
door!"

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Statue of Liberty

N	T	L	T	W	J	S	T	A	T	U	E	V	I	G
E	E	N	L	I	G	H	T	E	N	I	N	G	J	J
W	M	W	M	A	S	S	E	S	O	Y	H	D	F	S
C	P	S	Y	N	E	M	W	D	V	W	E	R	S	A
O	E	E	E	O	I	O	P	O	O	R	A	U	D	L
L	S	R	V	N	R	Y	G	N	I	N	R	A	E	Y
O	T	O	G	L	D	K	O	T	C	A	H	C	L	T
S	-	H	D	O	O	R	H	E	Z	R	W	U	D	R
S	T	S	O	Q	B	R	E	A	T	H	E	R	D	E
U	O	D	E	M	O	U	L	F	R	U	O	Y	U	B
S	S	F	D	O	E	A	U	A	U	B	T	E	H	I
O	T	H	I	T	M	L	A	M	P	S	O	E	B	L
A	F	Z	S	M	A	D	E	H	C	T	E	R	W	C
I	I	N	E	D	L	O	G	S	K	C	N	F	V	Z
U	L	B	B	R	X	P	A	B	S	L	S	I	R	O

Beside
Breathe
Door
Emmalazarus
Enlightening
France
Free
Give
Golden
Homeless
Huddled
Lamp
Liberty
Lift
Masses
Me
Mo
Newcolossus
Newyorkharbor
Poor
Refuse
Send
Shore
Statue
Teeming
Tempest-tost
Tired
World
Wretched
Yearning
Your

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★ The Pledge of Allegiance ★

Purpose
The purpose of this lesson is to introduce students to the Pledge of Allegiance and to help them memorize it. The students will explain the words of the pledge in the Federal Flag Code.

Objective
The student will recite the Pledge of Allegiance. Students will identify the Pledge as a symbol of unity and explain the ideas expressed in it.

Theme-Unity
The Pledge is a national symbol that represents unity among the citizens of the nation.

Core Knowledge
Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. American Revolution. What does the pledge and the flag represent? What basic ideas of the Founding Fathers are included in the pledge? Grade 5 - Amer Hist & Geog. Sec II: The Civil War. Causes, Conflicts, and Consequences. What ideals expressed in the pledge were important factors leading to the decision to have a civil war?

Time
45 minutes

Materials
- ★ History of Pledge of Allegiance/
- ★ Copy of the pledge to identify words & synonyms
- ★ Pledge of Allegiance puzzles
- ★ United States Flag
- ★ Dictionary

Preparation
- ★ Copy the Pledge of Allegiance handouts.
- ★ Copy and cut out the Pledge of Allegiance puzzle.

Focus
Students are to gain an understanding of the idea of Unity that is represented in the Pledge of Allegiance. Students will gain an understanding that the pledge is one way a citizen is able to make a public commitment to the ideas expressed in the pledge.

Display the American flag and the Pledge large enough to read from anywhere in the classroom. Show students the United States flag. Ask them what they know about the flag and the Pledge of Allegiance. Tell students that they will learn or review the words of the Pledge.

Discuss how one should stand when reciting the Pledge. Have all students stand facing the flag, with their right hands over their hearts. Have students discuss and demonstrate the things one should not do while reciting the Pledge.

Activity

1. Read the History of the Pledge with students and ask them to circle important words and use the dictionary to find their definitions.
2. Enlarge the Pledge and have students from around the room read it. Give students a copy of the handout with the text of the Pledge. Have the class read the Pledge twice and try to memorize it.
3. Cut the Pledge into words and store in baggies. Give students the word puzzle for the Pledge. After students assemble the puzzle, have the class read the Pledge together again.
3. Have students scramble the puzzle, reassemble it, and reread the Pledge.
4. Have students remove one or two words from the puzzle and hide the removed words. Have students read the Pledge with the words missing. Repeat this process until students can recite the Pledge with most or all of the words missing. Students may continue this process over a series of days until they have memorized the Pledge. This activity can be used as a review as needed.
5. Replace the underlined words in the Pledge with synonyms. Does the Pledge's meaning change with these synonyms?

Closure

Explain to the students that saying the Pledge is an important way for Americans to show respect for the flag and the United States and to remember the importance and strength of Unity. When we say the Pledge, we are reminded of important things about our country and are expressing our love for our country.

★The History of the Pledge of Allegiance★

The Pledge of Allegiance first appeared in the magazine *Youth's Companion* in September 1892. It was first used in public schools on October 12, 1892 in celebration of the 400th anniversary of the discovery of America by Columbus.

The words of the Pledge have been changed twice. In 1923, the words "my flag" were changed to "the flag of the United States of America." The words "under God" were added in 1954 by an act of Congress.

The Pledge is now part of the Federal Flag Code passed by Congress on July 7, 1976. It can only be changed by proclamation of the President of the United States as Commander-in-Chief of the military.

The text of the Pledge is below.

I pledge allegiance to the flag
of the United States of America
and to the Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all.

Define these words from the Pledge:

★ pledge

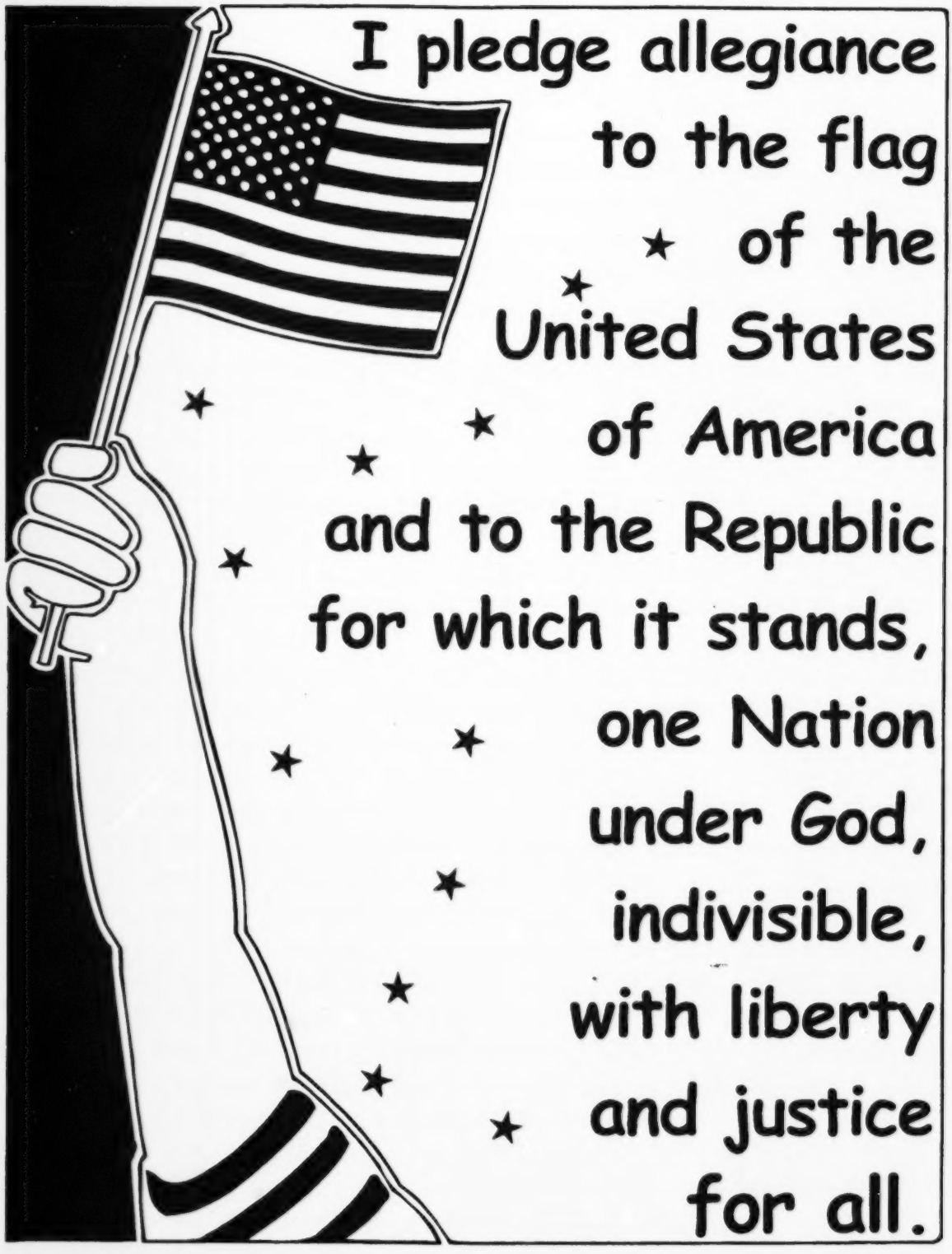
★ allegiance

★ republic

★ indivisible

★ liberty

★ justice



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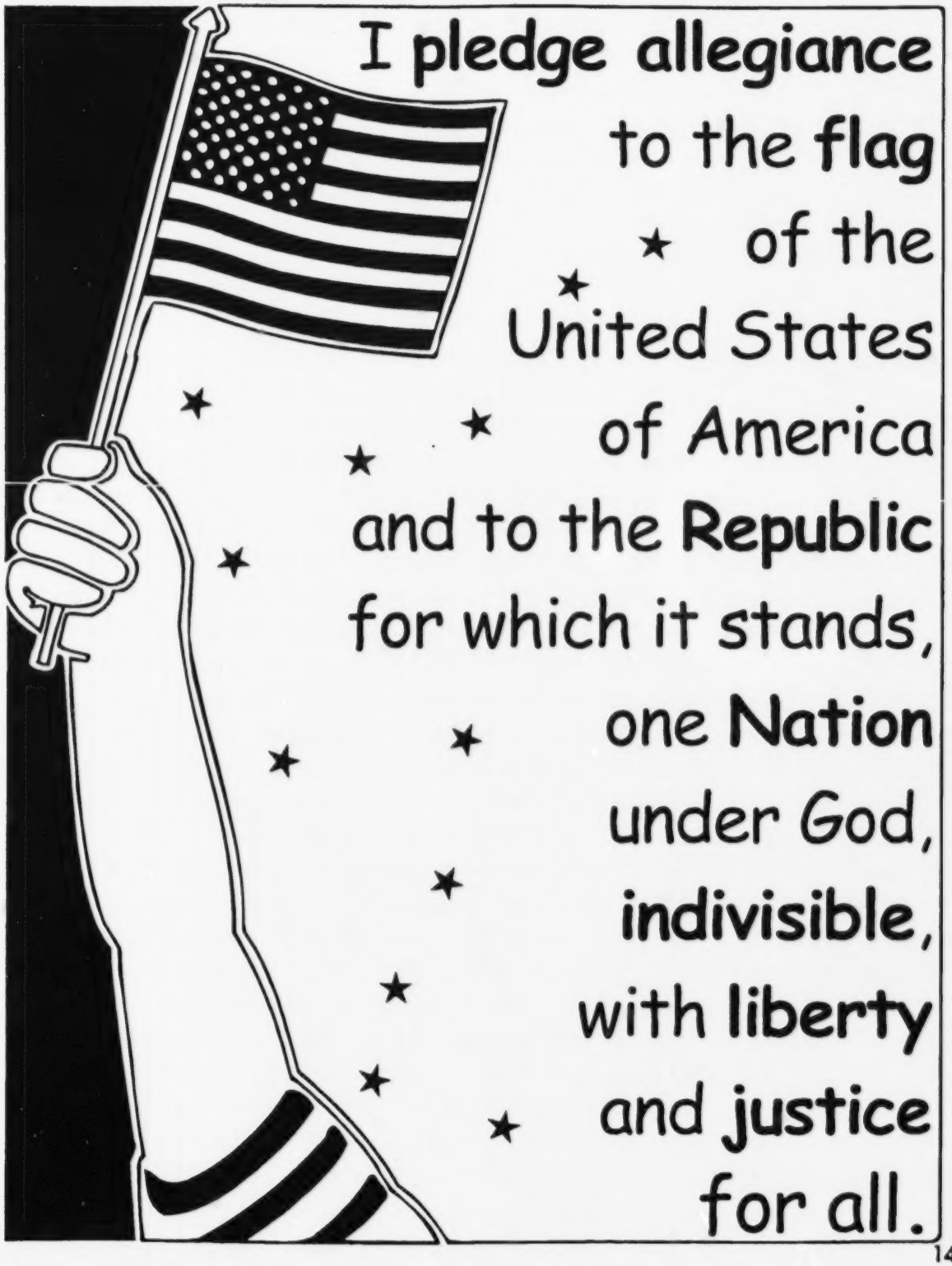
Synonyms?



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I	pledge	
allegiance	to	
the	flag	
of	the	
United	States	
of	America	
and	to	the
Republic	for	

which	it
stands,	one
Nation	under
God,	
indivisible,	
with	liberty
and	justice
for	all.

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The American's Creed

In 1916, when half the world was at war, there were many in America who believed that citizens should think more about their blessings, privileges, and obligations as Americans. By 1917, magazines and newspapers from coast to coast were announcing a contest for the writing of the best national creed, a "brief summary of American political faith . . . founded upon the fundamentals of American history and tradition."

In March, the city of Baltimore offered the prize of $1,000 for the winning creed. Every state in the Union responded. In all, 3,000 entries were submitted. Judges chose a 100 word creed by William Tyler Page compiled from phrases found in American documents and in the words of American patriots.

The American's Creed
by William Tyler Page, 1918

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign nation of many sovereign States; a perfect union one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

An Album for Americans: A Treasury of American Patriotism.
Edited by David H. Appel, 1983, Triangle Publications, Crown Publishers, New York, pp. 132 and 170.

★ America the Beautiful ★

Purpose
The purpose of this lesson is to teach students about the background and meaning of the country's "unofficial" national anthem. Students will complete a vocabulary and comprehension activity about the background and first verse of the song, "America the Beautiful."

Objective
The student will explain the background and meaning of "America the Beautiful."

Theme-Freedom & Progress
"America the Beautiful" praises the beauty of our free and beloved country in a physical and intellectual or conceptual sense. Further, this song serves to document the progress in America including geographic and economic changes.

Core Knowledge
Grade 6 - Amer Hist & Geog. Sec I: Westward Expansion. What in the song, "America, the Beautiful" describes why people expanded to the west? What environmental or economic factors are described in the song?

Time
30 minutes

Materials
★ "America the Beautiful" activity sheet
★ Dictionaries
★ "America the Beautiful" song sheet (optional)

Preparation
★ Copy the "America the Beautiful" activity sheet for each student.

Focus
Ask students to name our national anthem. Tell them that another song, "America the Beautiful," is so loved by many Americans that it is sometimes considered a second, "unofficial" national anthem. Ask students if they can sing or recite the words to the song.

Activity
1. Have students complete the "America the Beautiful" activity sheet.
2. Discuss the vocabulary and comprehension questions as well as the meaning of the first verse of the song printed on the activity sheet.

Closure
Review the background and meaning of "America the Beautiful." Remind students that the song describes the beauty of our country.

Assessment
Students will write in their own words a paragraph or poem describing the beauty of America.

"America the Beautiful's"

History

"America the Beautiful" first appeared in print in 1895. Katharine Lee Bates (1859-1929) wrote the poem in 1893. She wrote a second version in 1904 and the final version in 1913.

Katharine Lee Bates was born in Falmouth, Massachusetts on August 12, 1859. In 1880, she graduated from Wellesley College where she taught from 1886-1925. She wrote books of poetry and books about her travels around the world. She also enjoyed writing stories for children. Miss Bates loved animals and often had her picture taken with her collie, Hamlet, and her parrot, Polonius. She retired in 1925 and died four years later on March 28, 1929.

In the summer of 1893, Miss Bates was teaching at Colorado College. She joined a group of teachers one afternoon on a trip to the top of Pikes Peak in Colorado Springs, Colorado. When she reached the top of the mountain, she was inspired by the beautiful view to write the first four verses of her poem. She wrote in her journal:

> *"One day some of the other teachers and I decided to go on a trip to 14,000-foot Pikes Peak. We hired a prairie wagon. Near the top we had to leave the wagon and go the rest of the way on mules. I was very tired. But when I saw the view, I felt great joy. All the wonder of America seemed displayed there, with the sea-like expanse."*

There was a contest in 1926 to find music for the poem, but none of the entries were chosen. The poem has been sung to a variety of music and Miss Bates never said which was her favorite. Today, "America the Beautiful" is almost always sung to Samuel Ward's *Materna*.

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Define: spacious, amber, majesties, grace, brotherhood

1. Who wrote the poem *America the Beautiful*?
2. Where was the poem first written?
3. What beautiful things are described in the poem?
4. What does "God shed his grace on thee" mean?
5. What does "from sea to shining sea" mean?

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America the Beautiful

Words by Katharine Lee Bates

Music by Samuel Ward

1. O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good
With brotherhood
From sea to shining sea!

2. O beautiful for pilgrim feet
Whose stem impassioned - stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul
In self-control,
Thy liberty in law!

3. O beautiful for heroes proved
In liberating strife.
Who more than self the country loved
And mercy more than life!
America! America!
May God thy gold refine
Till all success
Be nobleness
And every gain divine!

4. O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed his grace on thee
And crown thy good
With brotherhood
From sea to shining sea!

5. O beautiful for halcyon skies,
For amber waves of grain,
For purple mountain majesties
Above the enameled plain!
America! America!
God shed his grace on thee
Till souls wax fair
As earth and air
And music-hearted sea!

6. O beautiful for pilgrims feet,
Whose stem impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America ! America !
God shed his grace on thee
Till paths be wrought
Through wilds of thought
By pilgrim foot and knee!

7. O beautiful for glory-tale
Of liberating strife
When once and twice, for man's avail
Men lavished precious life!
America! America!
God shed his grace on thee
Till selfish gain
No longer stain
The banner of the free!

8. O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed his grace on thee
Till nobler men
Keep once again
Thy whiter jubilee!

★ What is an American? ★

Purpose

The purpose of this lesson is to teach students that while Americans come from a variety of backgrounds, there are certain values, beliefs, traditions, and experiences that they all share. Students create a collage to illustrate these themes.

Objective

The student will describe what it means to be an American.

Theme-Unity & Responsibility

Americans are responsible for communicating a blueprint to future generations the ideas about how the country gained freedom and was formed and how we unify our citizens and progress toward a better life for ALL people.

Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. What must a person do to accept citizenship in a new country?
Grade 6 - Amer Hist & Geog. Sec V: Immigration, Industrialization, and Urbanization. Tension between the ideas and reality of the American melting pot and the land of opportunity.

Time

60 minutes

Materials

- ★ Poster board
- ★ Markers
- ★ Scissors
- ★ Glue
- ★ Picture sources
  (e.g., magazines, calendars, newspapers)

Preparation

Gather sets of art materials for students to work in groups.

Focus

Write "What is an American?" on the board. Solicit responses from students and write the answers in two columns labeled "Different" and "Similar." Be sure to include the reasons why various groups have come to America. Discuss with students the fact that while there are many differences among Americans, there are important things that we share.

Activity

Students will work in groups to create collages titled, "What is an American?" Remind students to include images and symbols that represent the diversity of individuals living together as the "American family" in one nation. Students will compare the American family of 281,000,000 citizens to their own families. Remind students that just as each of them is a vital member of their own families, so also is each citizen a vital member of

the American family. Furthermore, just as individual family members can draw strength from one another, so can American citizens of one nation draw strength from all other citizens to enjoy and improve each of their lives. Students may present their collages to the class when they are finished.

Closure

Review the list made in the Focus as well as the student collages to find things Americans have in common.

Assessment

Students will write an essay to answer the question, "What is an American?" describing both differences and similarities among Americans.

What is an American?

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